

OUTDOOR PURSUITS

2024



STUDENT MANUAL

Outdoor Pursuits Session 1

July				July															
July 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Staff Day	Pick up 8:30 AM - Drop off 4:00 PM Centennial PS	Pick up 8:30 AM - Drop off 4:00 PM Centennial PS	Depart Centennial PS 6:00AM Drop Off Matama- gassi				Temagami			Pick up 9:00AM George	D A Y O F F	Pick up 8:30 AM - Drop off 4:00 PM Centennial PS	Depart Centennial PS 7:00AM	Adirondacks					Pick up 10:30AM Keene Valley - 11:00AM ADK Loj

Outdoor Pursuits Session 2

				August												August			
Aug 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Staff Day	Pick up 8:30 AM - Drop off 4:00 PM Centennial PS	Pick up 8:30 AM - Drop off 4:00 PM Centennial PS	Depart Centennial PS 6:00AM Drop Off Matama- gassi				Temagami			Pick up 9:00AM	D A Y O F F	Pick up 8:30 AM - Drop off 4:00 PM Centennial PS	Depart Centennial PS 7:00AM	Adirondacks					Pick up 10:30AM Keene Valley - 11:00AM ADK Loj

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WELCOME TO OUTDOOR PURSUITS!

Welcome to the Gould Lake Outdoor Centre and the Outdoor Pursuits program. For almost 40 years, the Gould Lake Outdoor Centre has been offering credit-based summer programs. As an Outdoor Pursuits student, you will have the opportunity to learn new skills and build on what you learned last year. We hope you enjoy this great program and we look forward to sharing and learning new skills with you.

IMPORTANCE OF ATTENDANCE

Outdoor Pursuits is an 18-day summer school credit program. Since the course is so compact (when compared to a semester) and activity-based, daily attendance is necessary to cover the course material and assessments. Attending OP everyday is crucial.

ONE 'OP DAY' IS COMPARABLE TO 6 OR 7 REGULAR SCHOOL CLASSES.

We will do our part to make the Outdoor Pursuits experience a great one for you. All you need to do is show up with a great positive attitude and willingness to learn!



GOULD LAKE OUTDOOR CENTRE GENERAL RULES & SAFETY

1. All Gould Lake Outdoor Centre programs and the areas we visit are considered to be an extension of the Limestone District School Board. All students are expected to adhere to all school board related policies (including all safety guidelines, proper personal conduct, and using school-appropriate language only).
2. The Gould Lake staff are responsible for your safety. You will be expected to adhere to their rules and demonstrate an appropriate level of respect. As well, you are expected to respect other students, the general public, the wilderness area we travel through and all Gould Lake equipment.
3. You **must wear shoes at all times** while at the Outdoor Centre and on trip. Cut feet are a major infection risk, which may jeopardize your opportunity to go on (or stay on) trip.
4. During free time and lunch breaks at the Outdoor Centre, students must stay within the designated boundaries. If someone is discovered missing, an air horn will be blown. Staff will conduct a search while all students gather for a head count.
5. All swimming (both at the Outdoor Centre and on trip) must be supervised by Gould Lake staff and ALL swimmers must be wearing a properly fitted and fully done up personal flotation device (PFD)/lifejacket.
6. Any time you are in a boat (of any kind) you must wear a properly fitted and fully done up PFD/lifejacket.
7. While at the Outdoor Centre, please take all garbage, recycling and compost home with you. The Conservation Area does not have garbage pick-up. Food garbage can also cause animal problems for us and the public.
8. No smoking (including e-cigarettes and vaporizers), alcohol or non-prescribed drug use at any time. Consequences of breaking any of these rules are the same as they would be at any school. This means the student may be unable to complete the course. This may prevent the student from receiving the corresponding credit. In the case of illegal substances, police will be contacted.

THINGS TO REMEMBER TO BRING TO THE BARN EVERY DAY AT GOULD LAKE

- Personal Floatation Device (PFD)
- Prescribed medication if any (i.e., epi-pens, inhalers...)
- 2-4 litres of water or juice
- Running shoes, for fitness activities **(not sandals)**
- Sunscreen and lip-block
- Bug repellent (optional)
- A hat and sunglasses
- A swim suit and towel
- Rain gear and warmer clothes (in case it's cold)
- Lunch & snack food (please ensure all food is peanut and tree nut free)
- Trip Gear: **BRING CANOEING TRIP GEAR ON BARN DAY 1, AND HIKING TRIP GEAR ON BARN DAY 3 (DAY BEFORE DAKS TRIP).**
- This Student Manual

THE GOULD LAKE OUTDOOR CENTRE WILL PROVIDE EACH STUDENT WITH A PADDLE AND ALL OTHER GROUP EQUIPMENT REQUIRED FOR THE DAYS SPENT AT GOULD LAKE.



**REMEMBER TO HAVE FUN...
EVERY DAY!**

BARN DAYS SCHEDULE

BARN DAY 1	
9:15	Welcome to GL / Staff Introductions / Group Games
10:00	Swim Test
10:30	Introductions and Bonding in Trip Groups/Manuals
11:00	Lesson on “Trip Clothing” / Gear Check
12:00	Lunch
1:00	Tandem Canoe Skills
3:00	Wrap-Up
BARN DAY 2	
9:15	Warm-up Game(s) and Swim
10:00	Pack for Canoe Trip/Menu Plan
12:00	Lunch
1:00	Trip Lessons/Goal Setting
2:15	Load Bus/Truck
3:00	Wrap-Up
BARN DAY 3	
9:15	Unpack from Canoe Trip
10:30	Lesson on “Packing Hiking Packs and Carrying Them”
11:00	Gear Check
11:30	Organize Group Gear
12:00	Lunch
12:30	Sort Food/ Menu Plan/ Pack / Load Truck
2:00	Lesson on “Hiking Risks and Practices”
2:30	Lesson on “Adirondacks High Peaks Region”
3:00	Wrap-Up

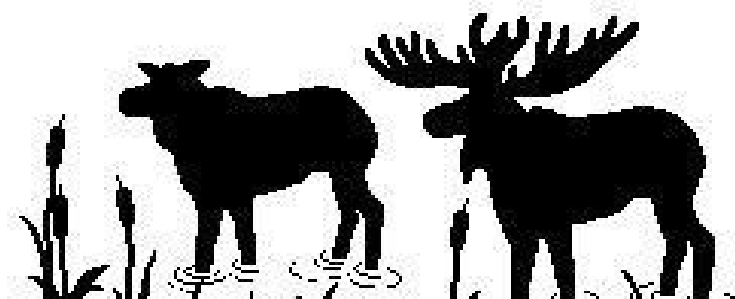
TRIP PREVIEW: CANOEING IN KILLARNEY

BACK TO OUR ROOTS

The canoe trip portion of the course will seem a little more familiar than the rest to most OP students. The trip is in Killarney Provincial Park, located near the village of Killarney, on the northern shores of Georgian Bay.

The Killarney Provincial Park region is filled with beautiful mountains of white quartzite and pink granite, rocky cliffs, hardy northern forests, and breath-taking, topaz-coloured lakes. Unfortunately, the lakes have gained their amazing colour due in part to their lack of living matter. This is partially attributable to the very low pH levels which are caused by both the geology of the region and the history of pollution from Sudbury's smokestacks (which can be seen in the distance from Silver Peak). In this way, Killarney lends itself to reflection on what our society has, what our society tries to protect and what we have already lost.

This canoe trip is approximately 70 km in length, including plenty of opportunities to practice and refine your portaging skills. Students will find this trip challenging, though there will be plenty of time spent in camp where staff and students will participate in a wide range of learning experiences. Students will also be given much more independence and responsibility than they had during Quest or Outreach trips, allowing them to further develop cooking, baking, tent and tarp setup, fire building, navigation, and leadership skills.



TRIP PREVIEW: CANOEING IN TEMAGAMI

A HIDDEN PARADISE

The canoe trip portion of the OP course will be in the south western portion of the Temagami region of Northern Ontario. This unique landscape offers an incredible variety of sights to experience including Old Growth forest, hidden waterfall lagoons, sprawling sandy beaches, and historic mining sites.

This adventure will provide plenty of opportunities to practice and refine your canoe trip skills. Students will find this trip challenging, though there will be plenty of time spent in camp where staff and students will participate in a wide range of learning experiences. Students will be given an increased level of responsibility, allowing them to further develop their outdoor skills including (but not limited to) cooking, navigation, and leadership.



OP - CANOEING CLOTHING & GEAR LIST

	USE/TYPE	USE/TYPE
	Peaked ball cap/ Sun hat	To provide shade from sun
	Toque	For warmth
	Buff and/or bandana	For sun protection
	Swim suit	We recommend students opt for durable, functional one-piece bathing suits or swim shorts/swim shirt sets.
	2 pairs of quick-dry shorts	Can be used as swim suits
	3 T-shirts/tank top	At least one must be a t-shirt for shoulder protection
	Long pants (RAD-rapid-air dry)	NO jeans or jogging pants (not needed if you have wind pants to go over long underwear)
	2 Long underwear tops & bottoms	Wool or polypropylene - No cotton
	Long sleeve fleece or wool shirt	Must be large enough to fit over long underwear top – No Cotton
	Rain jacket & pants	Must be reliable & large enough to fit over layers
	1 bug jacket	Optional
	1 pair of “Trip” shoes (aka “Wet” shoes)	Must be sturdy, closed toed footwear that have good ankle support. These shoes will be worn during the day (when travelling/portaging); these will get wet. (i.e. running shoes or hiking shoes/boots) Water shoes and sandals are not acceptable “trip” shoes.
	1 pair of “In-Camp” shoes (aka “Dry” shoes)	These will be worn in & around camp. Breathable shoes or sandals with secure top & heel straps are acceptable. Absolutely NO flip-flops.
	4 pairs of wool socks	
	4 pairs of underwear	

DO NOT BRING: Any alcohol, cigarettes e-cigarettes, (including vaporizers) or other non-prescribed drugs - you will be sent home and/or evacuated from the course.

DO NOT BRING: Any electronic devices such as cell phones, iPods, etc.

DO NOT BRING: Any deodorant, antiperspirant, make-up, soap, shampoos, etc.

	ITEM	USE/TYPE
	PFD - Personal Flotation Device	Canadian approved - proper fit with all buckles & straps in working order. Look for the Underwriters Laboratories of Canada (ULC) maple leaf
	Sleeping bag	Preferably smallish when packed (recommended 0 degree rating)
	4' x 8' ground sheet	Tarp-like material or heavy duty plastic is best
	Thermarest or insulate pad	Insulate pads may be borrowed from GL. Please try to avoid Thermarests or pads that do not roll up into a small cylinder
	Small dry bags	10L bags are great. 20L bags are satisfactory. 30L bags do not fit properly into our packs.
	Total of all bags (including your sleeping bag) should not exceed 30L.	
	Small nylon stuff sacs	Optional. To organize your personal gear as needed
	2 (1 Litre) water bottle(s) with carabiners	A wide-mouth screw-top is best! Stainless steel, aluminum or plastic (BPA-free).
	Cup, bowl, spoon	Sturdy Tupperware bowl with lid (i.e. "short" Nalgene containers with screw-top lid)
	Pocket knife or multi-tool	No blades greater than 4". Must have a locking blade
	Lighter and/or matches	Make sure they are in a waterproof bag (i.e. Ziploc)
	2 Whistles	1 you wear and 1 attached to your PFD
	Headlamp or flashlight	With extra batteries
	Insect repellent	No aerosols
	Toiletries	Tooth paste, tooth brush, dental floss, hand sanitizer (max 30ml), comb, toilet paper (small roll) in small bag
	Sun screen, lip block, sun glasses	Minimum SPF 15 / UVB/UVA (broad spectrum) sunglasses with UV protection
	Nylon Cord	~3m in length & diameter of a shoelace.
	Menstrual products	Please bring even if you're not expecting your period on trip. Should include the appropriate disposal materials (aluminum foil squares, Ziploc bags & an air-tight container) or proper washing solution if using reusable products
	Camera, watch (with alarm)	A watch is very useful to have on trip!
	Glasses and/or contacts	Bring extra pair of glasses/contacts in case of damage
	Prescription drugs	Please bring 2 sets, Students will keep 1 set & staff will keep other set safe in case 1 is lost or spoiled
	OP Manual & pencil	Make sure manual is kept in a waterproofed bag
	Trail Food (GORP)	This is your snack for trip. GORP (~100g/day) and/or granola/energy bars. Please ensure all GORP is peanut and tree nut free.
	Juice crystals (optional)	(No more than enough for ~1L per day)
	Money	For meals on bus ride to and from Killarney
	Disposable Lunch	For the bus ride to Killarney

ALPINE HIKING IN THE ADIRONDACK MOUNTAINS

HIKING ROCKS!

"Climbing is neither a battle with the elements, nor with gravity. It is a battle fought within oneself."

- Walter Bonatti

The Adirondack section of the OP course is a truly unique experience for students, as it is only 1 of 2 hiking trips we offer. Many of Gould Lake's Instructors look back at the Adirondacks as being their favourite trip from their days as a student. The Adirondack Mountains are a part of the Canadian Shield that extends into New York State. They are composed of ancient Precambrian igneous and metamorphic rock that rise almost a mile high. We will be traveling in the High Peaks Region of the Adirondacks, just a few miles south of Lake Placid. The exact route that your group will follow will be determined by your trip leaders in the days leading up to this trip.

Your group will likely use a few base camps over the course of the trip, rather than having to carry all of your gear every day. When base camped, you will spend your days climbing as many peaks as you can, carrying only a light load. This method of tripping allows us to cover the most ground and maximize the number of different peaks we climb.

In addition to the breathtaking views found atop the peaks of this region, we also encounter some extremely unique vegetation. The environmental conditions created on the summits provide a home to a subarctic alpine ecosystem – less than 50 acres of which exist in all of NY State!

In the past, a lot of time was spent trying to hang our food in the trees, out of reach of the local bears...who would often find a way to get it anyway. These clever bears are still present but we now use bear-proof, ABS canisters that can be stored on the ground. While we have never had any negative encounters occur with the bears, we do carry whistles, air horns, and bear spray as a precaution. The presence of bears in this region creates an excellent opportunity for you to learn how to travel safely and responsibly, while sharing the forests with these impressive animals.



ADK REGULATIONS AND GUIDELINES

- **Camping is prohibited** within 50 meters of any lean-to, road, trail, spring, stream, pond or other body of water.
- **Use pit privies** provided near popular camping areas and trailheads. If none are available, dispose of human waste by digging a cathole at least 50 meters from water or campsites.
- **Do not use soap** to wash dishes within 50 meters of water.
- **Do not build fires**; camp stoves are safer, more efficient and cleaner.
- **Carry out what you carry in.** Practice "leave no trace" camping and hiking.
- **Use bear resistant food canisters.** These are a highly effective means for preventing bears from getting your food, toiletries and garbage. Use of bear resistant canisters is required in The Eastern High Peaks Wilderness.
- **Cook and eat before 6pm** (bear barrels must be closed and put in bear clump before this time). Make a bear clump with all barrels and dishes far from your camp. Find a divet in the ground so bears can't roll barrels down hill. Leave lids off dishes so they do not get bitten into. Set barrels upside down to keep water out if it rains, they are not waterproof.
- **Cook away from your campsite.** Choose an area at least 50 meters away from your sleeping area. No food should ever be in the lean-to/tents.
- Be neat and clean while cooking. **Avoid spills and drippings.**
- KEEP FOOD IN CANISTERS when cooking. Open the canister, take out only what you need and then close and lock the canister while cooking.
- Avoid leftovers. **Carefully plan your meals and eat all that you cook.**
- **Never leave food unattended.**
- If there are 2 or more groups from 1 camp or organization they need to stay **no less than a mile apart** at all times to minimize environmental impacts and noise pollution.
- Please sign in to all log books at specific checkpoints. This helps the park to keep track of numbers of people in the park.
- Lean-to's can only have a 3 night max stay
- Expect to cross paths with rangers, be respectful and make sure you are following guidelines at all times.

MENSTRUAL PRODUCTS IN THE ADIRONDACKS

Please dispose of products by wrapping them in foil, placing them in a bag and then disposing them in the garbage barrel. Due to the multiple layers of cotton, synthetic fibers and plastic in these products, they will not biodegrade for many years. We do not dispose of these in outhouses/KYBOs nor do we bury or burn them. **Each night, the garbage barrel will be put in the barrel clump.**

OP - ADIRONDACKS CLOTHING/GEAR LIST

ITEM	USE/TYPE
Peaked ball cap/Sun hat	To provide shade from sun
Toque	For warmth
Buff and/or bandana	For sun protection
Swim suit	We recommend students opt for durable, functional one-piece bathing suits or swim shorts/swim shirt sets.
2 pairs of quick-dry shorts	Can be used as swim suits
2 T-shirts/tank top	At least one must be a t-shirt for shoulder protection
Long pants (RAD- rapid-air dry)	NO jeans or jogging pants (not needed if you have wind pants to go over long underwear)
1 Long underwear top & bottom	Wool or synthetic material- No cotton
Long sleeve fleece or wool shirt	Must be large enough to fit over long underwear top – No Cotton
Rain jacket & pants	Must be reliable & large enough to fit over layers
1 pair of "Trip" shoes (aka "Wet" shoes)	Must be sturdy, closed toed footwear that have good ankle support. These shoes will be worn during the day (when travelling/portaging); these will get wet. (i.e. running shoes or hiking shoes/boots) Water shoes and sandals are not acceptable "trip" shoes.
1 pair of "In-Camp" shoes (aka "Dry" shoes)	These will be worn in & around camp. Breathable shoes or sandals with secure top & heel straps are acceptable. Absolutely NO flip-flops.
3 pairs of wool socks	
3 pairs of underwear	

DO NOT BRING: Any alcohol, cigarettes, e-cigarettes (including vaporizers) or any other non-prescribed drugs - you will be sent home and/or evacuated from the course.

DO NOT BRING: Any electronic devices such as cell phones, iPods, etc. These will be confiscated.

DO NOT BRING: Any deodorant, antiperspirant, make-up, soap, shampoos, etc.

PLEASE NOTE: JUICE CRYSTALS ARE NOT PERMITTED IN THE ADIRONDACK HIGH PEAKS REGION.

ITEM	USE/TYPE
Sleeping Bag	Preferably smallish when packed (0 degree temp rating is preferred)
4' x 8' ground sheet	Tarp-like material or heavy duty plastic is best
Thermarest or insulate pad	Insulate pads may be borrowed from GL. Please try to avoid Thermarests or pads that do not roll up into a small cylinder
Small dry bags	10L bags are great, 20L bags are satisfactory, 30L bags do not fit properly into our packs. Total of all bags (including your sleeping bag) should not exceed 30L
Small nylon stuff sacs	To organize your personal gear as needed
2 (1 Litre) water bottles with carabiners	A wide-mouth screw-top is best! Stainless steel, aluminum or plastic (BPA-free).
Cup, bowl, spoon	Sturdy Tupperware bowl with lid (i.e. "short" Nalgene containers with screw-top lid)
Pocket knife or multi-tool	No blades greater than 4" will be permitted. Must have a locking blade
Lighter and/or matches	Make sure they are in a waterproof bag (i.e. Ziploc)
Whistle	To wear while hiking
Headlamp or flashlight	With extra batteries
Insect repellent	No aerosols
Toiletries	Tooth paste, tooth brush, dental floss, hand sanitizer (max 30ml), comb, toilet paper (small roll)
Sun screen, lip block, sun glasses	Minimum SPF 15 / UVB/UVA (broad spectrum) sunglasses with UV protection
Nylon Cord	~3m in length & diameter of a shoelace. For clothes line(s)
Menstrual products	Please bring even if you're not expecting your period on trip. Should include the appropriate disposal materials (aluminum foil squares and Ziploc bags) or proper washing solution if using reusable products
Camera, watch (with alarm), book, playing cards (optional)	A watch is very useful to have on trip! Camera's help us create slide shows
Glasses and/or contacts	Bring extra pair of glasses/contacts in case of damage
Prescription Drugs, inhalers, epi-pens	Please bring 2 sets of required medications. Students will keep 1 set & staff will keep other set safe in case 1 is lost or spoiled
Your OP Manual & pencil	Make sure manual is kept in a waterproof bag
Your passport, border crossing permission form & travel insurance	You won't be able to go on trip without these items. Original or Copy (must be legible) of birth certificate or Original Canadian Passport
Money & Disposable lunch	Lunch - for bus ride to Adirondacks. Money - for bus ride home
Energy/Granola Bars	Must be in BAR form as GORP is too bulky. 1-2 bars per day. All bars need to be peanut and tree nut free.
Collapsible hiking poles (optional)	Helps to protect knees while hiking.

OP DAY HIKE EQUIPMENT

Anytime you leave camp these items should be brought in case plans change or in the event of an emergency. If you wish to bring other things (guide tarp, pot and stove, rope etc.) please do so. Use your judgement.

If groups are splitting up(some folks staying in camp and others hiking mountains) please also make sure each group has what they need to be safe. These decisions will be based on many factors (where you are camping, access to help if required, students staying vs going and medical info etc.) Again, please use your judgement.

Note: Groups should not be splitting up because folks do not want to hike. The decision to split up should only be made as a last resort due to first aid issues that may pose a risk to the group or individual if they were to peak that day. (sprained ankle, illness, lack of sleep etc.)

Staff to bring:

Item	
	SAT phone or Garmin
	1st aid kit - with student meds if required
	Emergency kit
	Headlamp
	Handpump/aqua tabs
	Student passports and health cards (in case of evac, making sure staff have the ones that belong to the students they will be with for the day)
	Lighter
	Knife/multi tool
	Personal cell phone (service can be available on peaks)
	Toilet paper and cat hole shovel

Students to bring:

Item	
	Extra layers for warmth
	Rain gear
	Snacks
	Water bottles
	Sunscreen, lip block, hat etc.

WELCOME TO THE RESOURCE SECTION OF YOUR MANUAL!

In this section you will find resources that you can refer to at anytime and that you will find very useful. Included in these resources is your “**student workbook**” that we strongly recommend you complete in order to have all the information you need to be successful in the written portion of your OP course. The workbook activities will not be marked but you will have a **written test** on the last day of your Adirondacks trip. So be sure to read as much as possible and fill in all the **workbook activities**. These resources will also be very useful to you when completing your **practical test**. The practical test will be explained in more detail by your OP staff on the barn days.



*“There are no shortcuts to any place
worth going.”*

— **Beverly Sills**

LEADERSHIP, COMMUNICATION AND INITIATIVE

LEADERSHIP

For every leader there is a different style of leadership. Many styles of leadership can work.

- Make use of your personal qualities in your own leadership style. The more you are aware of your individual personality traits the better you can understand how to be an effective leader. Tip: Turn possible disadvantages into strengths.
- Leaders who are insensitive, a bully, or inflexible will not be successful leaders. Being aware of each individual in your group helps you become a better leader and notice when they need assistance.

FIVE STEPS TO LEADERSHIP DEVELOPMENT

1. Know yourself
2. Have a vision and passion
3. Expand your comfort zone
4. Communicate effectively
5. Check progress and results

COMMUNICATION

It may seem odd to think about practicing and improving our communication skills – after all, we communicate with many people in many ways every day. However, effective communication skills can sometimes be very challenging to develop, and therefore we need to take it seriously and consider ways in which we can improve. Even more importantly, we need to have effective communication skills as leaders.



TIPS FOR EFFECTIVE COMMUNICATION

- Make sure everyone is ready to listen and paying attention before you address a group. This will help prevent you from having to repeat yourself numerous times.
- When being spoken to (individually or as part of a group) make sure you are actively listening (trying your best to hear everything being said).
- Use visual aids (diagrams, objects, etc.)
- When speaking, try to remain aware of your body language. Sometimes it is possible to unintentionally communicate mixed messages with the position of your body or facial expressions (such as crossed arms or a frowning face).
- The tone of your voice when addressing others, especially when you are in a leadership role, is incredibly important.
- Once finished addressing the group, ask if everyone understood and if there are any questions.

INITIATIVE

This is Gould Lake's favourite word. So, what exactly does it mean and what does it mean to have initiative on a canoe trip?

INITIATIVE IS DEFINED AS:

An introductory act or step; Leading action: One's personal, responsible decision

GOULD LAKE DEFINES INITIATIVE AS:

- Seeing that a task needs to be completed and beginning these tasks without prompting from staff (ie. setting up the Thelma fly, starting the food canoe, tidying up the cooking area & camp site in general, loading & unloading packs and canoes, collecting firewood, etc.)
- Assisting those who may need help, around camp or on a portage
- Taking responsibility for their personal belongings as well as group gear.



ROLE MODELING

Role modeling is one of the most basic and common forms of leadership. It involves setting a positive example for others that you would want them to follow.

WHO ARE ROLE MODELS?

A role model can be anyone! It could be a famous athlete, a musician, a political or spiritual leader, a teacher or coach, a family member, or a friend. What makes an individual a role model are specific positive traits, abilities, or characteristics that you admire and would like to emulate.

HAVING ROLE MODELS

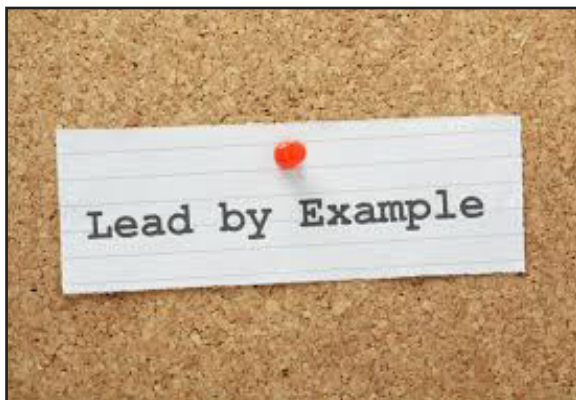
We all have role models. Who are your role models? What do you admire about them? Which aspects would you like to incorporate into your own leadership style? In developing your own personality and figuring out exactly who you are, it is important to identify the role models who have and continue to influence you. This is especially important in developing your leadership style.

NEGATIVE ROLE MODELS

It is often valuable to recognize negative role models, so that you can identify ways in which you can avoid following their example. Can you think of anyone you would consider being a negative role model?

CHOOSING TO BE A ROLE MODEL

As an OP student, many other students may tend to look up to you because you've been through the camping experience before – they may admire your knowledge, skills, or experience. This makes you a role model and so you must choose what kind of role model you will be.



RISK MANAGEMENT

WHY IS THIS PART OF OP?

Risk Management is a vital element of your development as a wilderness leader. The consequences of even small injuries when in an isolated wilderness setting can be huge. This is why it is so important for wilderness leaders to understand how to assess the risks associated with a given activity, take steps to reduce those risks, and then make a decision as to whether or not the risk is 'acceptable'. Managing Risk on trip is something that you will come to do constantly – whether you know it or not!

SO HOW CAN WE MANAGE RISK ON TRIP?

Risk management is not intended to eliminate risk – that would be almost impossible. Rather, it is a process whereby we identify what risks are associated with a given activity and then take steps to reduce these risks. On trip, this can be done in two general ways:

1. Reduce the Frequency of the Risk

This means that we are taking steps to decrease the chances of something negative occurring.

2. Reduce the Severity of the Risk

This means that we are taking steps to ensure that even if something negative does occur, the consequences aren't likely to be as bad.

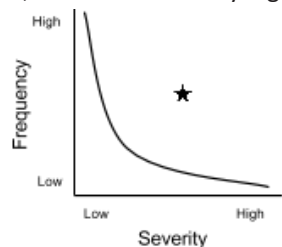
Risk management can be performed in many ways and below you will see an example of a common form in which four steps are used.

STEP 1: DEFINE THE RISK

Damage or injury/death occurring from candles being knocked over.

STEP 2: CONSIDER THE RISK BEFORE ANY MANAGEMENT STEPS

The star indicates that without any Risk Management, there is a relatively high frequency (likelihood) of a candle being knocked over. The star also indicates that the consequences of this occurring (severity) are quite high (your house could burn down).



If the star lies above the dotted line, this probably means that the risk is too high and that steps need to be taken to manage it.

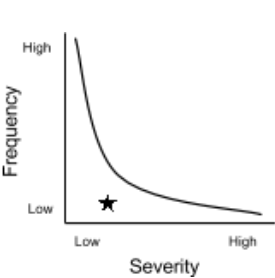
STEP 3: THINK OF STEPS YOU COULD TAKE TO MANAGE THIS RISK

Some steps can reduce the *Frequency*, while others can reduce the *Severity*.

STEPS TO REDUCE THE FREQUENCY (LIKELIHOOD) OF THIS RISK	STEPS TO REDUCE THE SEVERITY OF THIS RISK
Don't leave candles unattended.	Keep fire extinguisher in the house.
Don't place candles next to flammable items.	Know where the exits are.
Take care not to knock candles over.	Ensure smoke detectors are working.

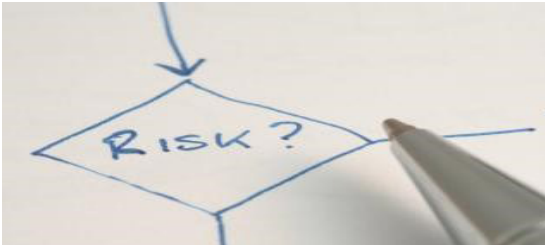
STEP 4: RECONSIDER THE RISK NOW THAT YOU'VE TAKEN SEVERAL STEPS TO MANAGE IT

So what has this done to our Frequency-Severity graph?



By reducing the frequency of this risk, our star moves down from its previous position. This means that because of our Risk Management steps, it is now less likely that the candle will be knocked over. By reducing the severity of the risk, our star moves to the left of its original position. This means that because of our Risk Management steps, even if the candle does get knocked over, the consequences probably won't be as bad.

NOTICE THAT THE STAR NOW LIES BELOW THE DOTTED LINE. THIS MEANS THAT THE RISK IS NOW ACCEPTABLE. WE HAVE SUCCESSFULLY 'MANAGED' THE RISK.



INJURIES ON TRIP

Injuries while on trip can be grouped into two categories. Injuries can be chronic or acute. Chronic injuries are also sometimes called overuse injuries. These injuries develop over time, the end result being detrimental wear on tissues in your body. They can be caused by a combination of different activities or from one activity in particular. Acute injuries are sudden injuries commonly associated with some type of traumatic event. Pain is often sudden and severe; swelling often occurs restricting motion of the affected area but can also have negative consequences as well, such as restricted blood flow past the injury site.



Injuries associated with canoeing very greatly as there is a wide variety of types and styles of canoeing. In flat water canoeing, chronic injuries would be the most common to expect due to the repetitive nature of the activity. Strains or sprains from the hands into the upper or lower back should be monitored and dealt with appropriately.

Injuries associated with portaging or hiking can be just as varied and there is more potential for acute injuries while portaging and hiking. Injuries could be caused by a fall on uneven terrain or from lifting heavily loaded packs.

With proper care and consideration, injuries can be avoided.

WILDERNESS FIRST AID

This is a quick summary of some injuries which can occur on trip and what should be done should they occur. Now remember what you just read about Risk Management and also think about what can be done to avoid these injuries so that treatment is not necessary.

BLEEDING

Prevention:

Be careful of sharp rocks and sticks, be careful when using knives while cooking, do not use knives for anything else (ie. whittling).

Signs and Symptoms:

Blood is leaking out if it is external bleeding. Internal bleeding will show as swelling and a bruise. Bleeding can be life threatening if enough blood is lost.

Treatment: RED

- **R – Rest** (have the person sit or lie down)
- **E – EMS** if necessary
- **D – Direct Pressure** (press a sterile pad on injury to help clotting)

HYPOTHERMIA

Hypothermia is a state where the body's core temperature drops below that in which normal bodily functions can take place (around 35°C)

Prevention:

- Don't wear cotton on trip
- Put on warm clothes before you are cold (e.g. a toque)
- Put on rain gear before you get wet

Signs and Symptoms:

1. Mild: lack of hand-eye coordination, shivering, bluish skin
2. Moderate: uncontrollable shivering, slurred speech, pale skin
3. Severe: shivering stops, rigid muscles, blue skin, shock

Treatment:

- Eat and drink for mild hypothermia
- Remove wet clothing and re-warm patient slowly
- Provide shelter and/or insulation from cold ground

HYPERTHERMIA

Hyperthermia is a state where the body's temperature is too high above the normal.

Prevention:

- Stay well hydrated, don't over exert yourself, and swim if you're hot

Signs and Symptoms:

- *Head Cramps*: painful muscle spasms and excessive sweating, usually because of vigorous exercise in hot environments.
- *Heat Exhaustion*: skin is pale and clammy, nausea and vomiting, usually from a lack of electrolytes and water.

- *Heat Stroke*: hot red skin, sweating has stopped, cannot walk, seizures, body temperature is above 40°C, this is when the body has lost its ability to cool itself and if left untreated patient can die in less than a half hour.

Treatment:

- Cool patient down
- Rehydrate (may need sugars and salts to rebalance electrolytes)
- Evacuate for Heat Stroke

SPRAINS, STRAINS AND FRACTURES

Prevention:

While carrying things on uneven ground, wear proper footwear, watch where you are stepping and take your time.

Signs and symptoms:

- Pain, often sudden and severe
- Swelling
- Bruising
- Inability to walk or bear weight on the injured joint

Treatment - RICE

- **R – Rest** (have the person sit or lie down)
- **I – Ice** (put ice on injured area to reduce swelling but make sure to use a cloth in between the ice and the skin to prevent frostbite and only ice for 15- 20 minutes.)
- **C – Compression** (wrap the injured area in order to immobilize and support it. Make sure to always check that circulation is not being cut off.)
- **E - Elevate** (elevate the injured area above the heart to help reduce swelling and pain. Lie the person down and then elevate injured area.)

BURNS

Prevention:

Use sun screen and wear a hat. When cooking yell “hot pot”, wear shoes and be cautious when using stoves/fire.

Signs and symptoms:

- **1st Degree (superficial)**: redness of skin, pain, mild swelling (example: mild sunburn)
- **2nd Degree (partial thickness)**: deep reddening of skin, glossy fluid leaking out (plasma), very painful (example: blisters)
- **3rd Degree (full thickness)**: loss of skin, black and charred, nerves are damaged so it's not painful

Treatment:

- Immediately put burned part in cold water (do not put on any ointments or margarine).
- Do not pop blisters or touch anything to burns because of infection.
- Watch for infection (red, sore, itchy skin, white pus, red streaks from wound, and fever).

EMS – EMERGENCY MEDICAL SERVICES

Emergency medical services, also known as ambulance services or paramedic services are a type of emergency service dedicated to providing out-of-hospital acute medical care. They can also be used as transport to definitive care, and other medical transport to patients with illnesses and injuries that prevent the patient from transporting themselves. The goal of most emergency medical services is to either provide treatment to those in need of urgent medical care, with the goal of satisfactorily treating the presenting conditions, or arranging for timely removal of the patient to the next point of definitive care.

In a wilderness setting, special considerations have to be made when dealing with a first aid situation. When a situation arises, the first responders (trip leaders) must be able to assess the situation and make decisions very quickly, but this decision is not made by the trip leaders alone, there is a lot of communication that must take place first. Where you are and what time it is could determine how easy or hard it will be to get successful communication. Also the response team that you do get into contact with could vary greatly dependent on the situation you find yourself in. These response teams could be anyone from OPP officers, firefighters, forest rangers, the coast guard or even passer-by's that have some type of training.

WATER PURIFICATION

WHY DO WE TREAT OUR WATER?

We do this to prevent people from getting sick during and/or after trip. By purifying water, we are killing or extracting different Bacteria (ex. E. coli, salmonella, cholera), Viruses (ex. Hepatitis A, rotavirus, Norwalk virus, and polio), and/or Protozoa (ex. Giardia lamblia, cryptosporidium).

WAYS TO PURIFY WATER ON TRIP:

1. **Boiling:** This method requires a bit of time and does not remove solid material such as sticks or dirt, however it is very effective. Boiling water kills ALL viruses, bacteria and protozoa.
2. **MSR Water Filters:** Physically strains out solid materials, is reliable and easy to fix in the field. Effectively removes bacteria and protozoa from water samples.
3. **Chemical:** Lightweight, compact, and low-effort protection against protozoa (including cryptosporidium and Giardia), bacteria, and viruses. They also cost less than most other treatment methods. Chemical treatment methods do not strain out solid materials and may give water a chemical taste or odour.
4. **Purifiers:** Most purifiers are very durable, fast and easy to use, although they are much more expensive than other forms of water treatments and are usually heavier. Some purifiers (like the MSR Guardian Purifier) have a pore size of 0.02 microns which allows it to remove even small viruses like Norwalk, Hep' A and Rotavirus. Most filters only have 0.2 micron pore sizes. Purifiers remove bacteria, protozoa and viruses.
5. **Sawyer Gravity Filters:** Physically strain out solid materials by using a hollow fiber membrane technology. These systems use the force of gravity to force water through the filter, removing particles down to 0.1 microns; removing bacteria and protozoa at over 99% efficiency. These filters are also fragile and need to be treated with care. But when cared for properly are guaranteed for over one million liters. The filters can also be back washed to increase filter rate.



BEAR AND CRITTER MANAGEMENT

When we travel in Killarney and the Adirondacks, we are sharing the wilderness with countless other species – bears, moose, raccoons, deer, wolves, coyotes, sasquatches, chipmunks, and mice to name just a few (okay...maybe not sasquatches). In order to protect these animals and ourselves from harm or distress, we must take several precautions. The wilderness and its inhabitants are not things to be feared – a healthy respect for these creatures is all that is required for us to share the beauty of the wilderness with its full-time residents.

WHY WE PROTECT OUR FOOD

The obvious reason for protecting our food is to ensure that we get to eat it and not the bears, raccoons, or chipmunks. But we also don't want animals to rely on humans for food or encourage them to hang out around campsites looking for meals.

BEARS AND MOOSE

As with all large animals; bears and moose must be respected in order to safely share the wilderness with them. Both of these animals are naturally shy and afraid of human beings, but their size does make them a potential threat to our safety.

AVOIDING ENCOUNTERS

The best way to prevent any negative encounters from occurring with large animals is to prevent any encounters whatsoever. The following are steps that can be taken to help minimize the likelihood of encountering a bear or moose:

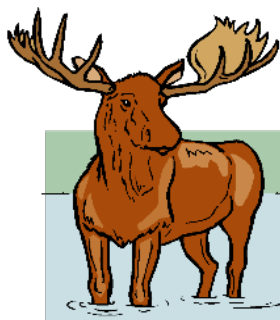
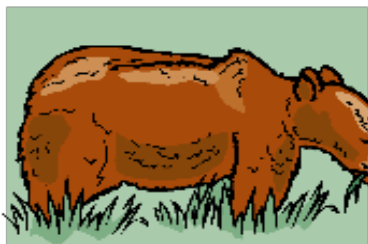
- Always travel with a buddy; whether portaging or even just going to the bathroom.
- Make noise. Many bear encounters happen by accident when neither the bear nor the person hears the other one coming.
- Keep your eyes open for signs of animals. Scat (animal droppings), footprints, hair, and other signs are all over the place for us to see.
- Carry and store your food properly. Food is the number one cause of animal encounters in the wilderness so be sure you're taking appropriate care to avoid these.



HANDLING A BEAR ENCOUNTER

As mentioned above, most encounters with large animals occur by accident. Whether it's a bear, a moose, or another large animal that you've encountered, the basic strategy is the same – you want for yourself and the animal to walk away peacefully. The following are some general guidelines that you'll want to remember:

- Avoid startling the bear (you don't want it to think you're threatening it – this may cause it to defend itself).
- Let the bear know you see it. This can be done by gently talking to it in a non-threatening tone.
- Do not stare the bear in the eyes – this is a sign of aggression.
- Take a quick look around to see if there are any cubs – many attacks by black bears are due to mothers defending their cubs from what they think is a threat. Avoid being between a mother and her cub.
- Slowly back away while continuing to talk to the animal. Do not turn your back on the bear.
- Have your whistle or bear banger ready to use if you think the bear is acting aggressively.
- As a LAST RESORT utilize bear spray on the face of the bear should it aggressively approach you and be close to 5 metres away or it will not effectively reach the animal.



PHASES OF MOVEMENT

THE THREE PHASES OF MOVEMENT

1. The preparation phase
2. The execution phase and
3. The follow through phase

Are important in most activities to complete the movement or activity effectively. This also gives you a good means of identifying different areas of the movement and the part of the movement that the participant needs to work or improve on.

THE PREPARATORY PHASE

The preparatory phase involves movements that get the participant ready for the force-producing movements in the execution phase.

THE EXECUTION PHASE

The execution phase can be divided into two parts:

- The force-producing movements the participant makes to produce force for the impact or propulsion, for example: (for a canoe forward stroke) pull the paddle (and therefore the water) back to your hip. Use your core rotation because your core muscles are stronger than your arms.
- The “critical instant” is the point of contact (or the release) of the movement. This is the point that determines the effectiveness of the skill.

Successful execution requires the participant to apply the correct amount of force, in the correct direction and with precise timing. It is often difficult for the instructor to observe and assess the movement within this phase, as the movement takes place very quickly.

THE FOLLOW-THROUGH PHASE

The follow-through refers to the body movements occurring after the execution phase. This phase is where the movement slows down after impact and the participant prepares for the next action.

Instructors should be aware that all three of these movement phases are equally important to a successful skill performance. For example, close observation of the preparatory or follow-through phase will often provide the instructor with excellent clues about the effectiveness of the execution phase and the cause of poor performance/areas of improvement.

CANOE DESIGN

All canoes are made for different conditions of water, whether a river or lake, each condition has different benefits and weaknesses. A canoe starts out as an idea to overcome a certain type of condition, for instance strong winds on a large lake, this idea is then put forward to make a canoe that can easily overcome such conditions.

There are many factors that are involved in the making of a canoe. These factors are all necessary, and must all be looked at in some stage of the making of a canoe. These factors are:

LENGTH

A long canoe will be fast, can carry more because of its size but will be heavier for portaging. A short canoe will be more maneuverable and lighter in weight for portaging.

WIDTH

The width can vary from narrow, fast canoes that are unstable to wide canoes that are very stable but are slow. The width is often a preference in what the use of the canoe will be.

DEPTH

A deep canoe is a canoe that can carry a lot and can handle waves better. However, deep canoes are harder to handle in wind and will be heavier.

ENTRY LINES

The shape of the bow can make a big difference when cutting through the water. A wide entry line can make for a slow canoe, as to a narrow entry line that will make a fast canoe. This is caused by water resistance.

SYMMETRY

Symmetrical canoes have an identical stern and bow and convert more easily to tandem or solo. Asymmetrical canoes are usually designed for a particular specialty.

KEEL

Keels are the built in stabilizers on a canoe. A keel helps to make a canoe stable in cross-winds and waves by using the keel as divider in the water pushing water on either side of the canoe making a force on either side of the keel to keep the canoe going straight. Keels are not a good thing for white water because the keel keeps the canoe going straight when it is necessary to go a different direction and they get caught on rocks. There are also numerous other keel like ideas to keep the canoe from tipping.

ROCKER

The rocker is the curve of the keel from both ends of the canoe to the middle of the canoe. The rocker allows either for extreme maneuverability with very high ends which looks like a semi-circle, to no rocker at all which is a completely flat bottom canoe. Extreme rockers are common for rapids where constant moving becomes second nature. A moderate rocker is the most typical which has a slight rise towards the ends which is very common form for most canoes. No rocker canoes are ok for flat water but become hard to turn.



No Rocker



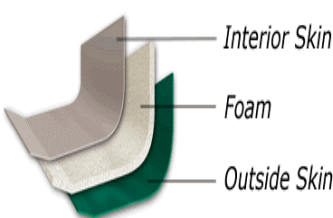
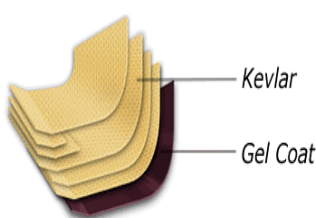
Moderate Rocker



Pronounced Rocker

MATERIAL

Canoes can vary in materials from fiberglass, to foam and even Kevlar (bullet proof material). Polyethylene and fiberglass are typical canoe material for lakes because of their durability and strength, and their ability to be repaired. Kevlar is the top name in rivers. The strong material can handle the rocks and dents caused by a river. Most canoes are made in a combination of materials to allow for a stronger canoe design.



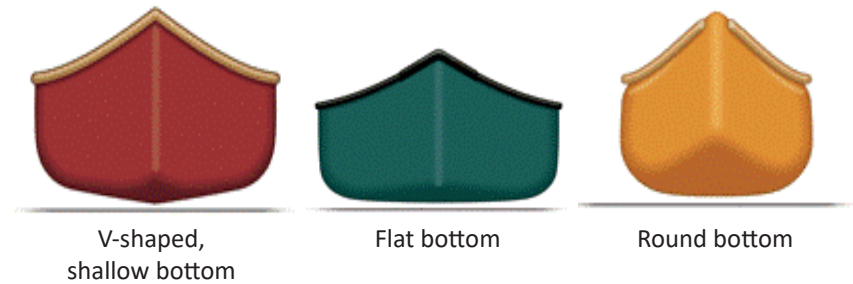
CROSS SECTION

The cross section is the shape of the canoe from the front view. Stability is affected greatly by the cross section. They vary from:

Flat bottom: very stable, mainly recreational, feel very secure on flat water.

Shallow arch bottom: have less initial stability than flat bottom but have good secondary stability, which means as the canoe leans, it hits a point as to where it will go no farther. Good for waves and rapids. Best all around performance.

Round bottom: have poor initial stability but very good secondary stability. They are made for speed and efficiency. Round bottom canoes are usually fast, specialized canoes.



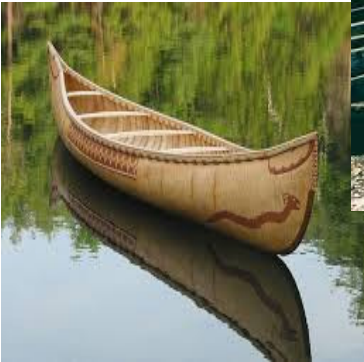
CANOE HISTORY

The canoe is the “ultimate expression of elegance and function.” It aided in their day-to-day lifestyle and became the primary method of transportation. Canoes also served as an identification method because the design and build of your canoe indicated your tribe.

In the early 1700s, the canoe was predominately built from white birch bark and designed to survive water conditions such as “rapid streams, lakes, and coastal waters.” The efficiency of the white birch bark canoe was undeniable as it reliably managed the rigorous task of early travel within the Canadian wilderness, and enabled indigenous people to carry ample amounts of goods and necessary supplies.

Alternatively, along the Northern Pacific Coast, canoes were skillfully handmade from hulky trees and were constructed into large boats. These boats were designed for war, trade, hunting great whales and were crafted to best suit smaller water channels and moderate creeks.

Indigenous trading networks were formed at this time and early settlers interested in fur trading (including European trappers) wanted in. Early settlers had trouble maneuvering in rapid and winding waterways due to the size of their boats, which sparked a keen interest in canoes created by the indigenous peoples. They purchased canoes from native builders and sought out native river guides for trading and comfortable travel. Later, “French craftsmen would follow up with their own interpretations, including internal wooden frames to provide structure and canvas exterior acting as a shell.”



NAVIGATION

Maps

WHAT IS A MAP?

A map is a representation of the earth's surface, a detailed picture of an area. When using a map, you will need to know how to orient it and identify some important features/symbols.

LEGEND OR KEY

A map's legend provides the user with a list of all the symbols used on the map. Information on trails, roads, vegetation, rivers, rapids and a whole lot more.

TITLE & DATE

Name of the area being shown and when the map was last drawn. This is important because if your map is a few years old it won't show recent changes that have happened. Example: New logging road.

NORTH ARROW OR COMPASS ROSE

An arrow that indicates which direction the map is drawn to (most maps are drawn with north on the top). A north arrow, also known as a compass rose makes it much easier to orient the map to the surrounding area. You just point the north arrow north!

SCALE

A method of relating the "real" distance on the ground to the corresponding distance as it appears on a map. All maps do not use the same scale. Maps of 1:10000 (1 cm on the map would actually be 10,000cm in "real" life on land or 100m on land).

COLOUR

On many maps mountains are brown and rivers are blue. But just as there are many types of color maps, there are also many different color schemes used. The map user should look to the legend for an explanation of colors on a map.

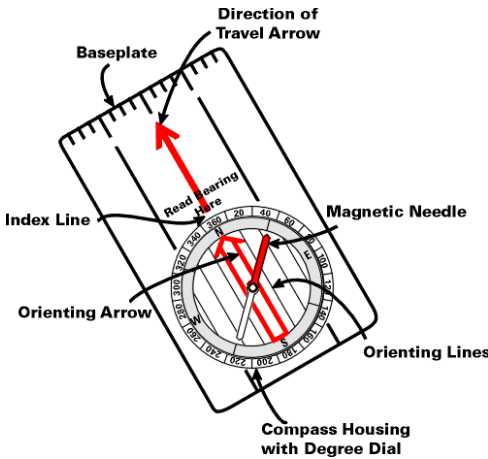
The 3 Norths

1. True north: The northern end of the earth's axis of rotation.
2. Magnetic north: Where compasses point to; currently the earth's magnetic pole is in northern Canada. It is a considerable distance from the True North (North Pole).
3. Grid north: The lines that are created when trying to transform 3D Earth into a 2D map. They are not quite parallel to the meridian at the sides of your map (because of the curvature of the earth's surface). They do not point exactly to true north.

Compass Navigation (USES MAGNETIC NORTH)

Generally, compasses are used with a map to set a bearing and then used in the real world to travel in the correct direction OR take a bearing(s) in the real world and then use it on the map to determine where you are going or where you currently are (aka triangulation).

PARTS OF A COMPASS



DECLINATION

Declination is the difference between Magnetic North and True North or Magnetic North and Grid North. It depends on whether the map is using Latitude and Longitude (then it will be the True North) or UTM (then it will be the Grid North).

Either way it must be adjusted for when you are switching between real world and your map. Always look at your map to determine what number of degrees to add/subtract.

SETTING AND FOLLOWING A BEARING

- Use the **Ruler (Scale)** of the compass as a line to connect the two points (where you currently are and where you want to end up with the direction of travel arrow pointing the direction you want to go).
- Now turn the **Housing** until the **Orienting Lines** match the grid lines which run North/South on the map with the **Orienting Arrow** pointing north (the grid lines can be either latitude/longitude or UTM)
- If you look in the **Housing** at what degrees match up with your **Direction of Travel Arrow** you are looking at your **Bearing**!
- The last thing to do is account for **Declination**. Since we are in Ontario we are going to **ADD** the declination which can be found on the map itself. Once you add this many degrees (usually around 10 to 12) to the bearing you can use this in the real world.

- Put away the map and hold the compass in your hand, rotate your hand (NOT the housing) until the Magnetic Needle is inside the Orienting Arrow ("Red in the Shed").
- THIS IS THE DIRECTION YOU WANT TO GO TO GET TO YOUR LOCATION!

TAKING A FIELD BEARING

- Face the landmark and point your compass' Direction of Travel Arrow at it.
- Rotate the Housing until this Direction of Travel Arrow rests in the Orienting Arrow. ("red in the shed")
- Now read the Bearing (degrees) which the Direction of Travel Arrow points to.
- This then can be used to record your direction for future use OR you can pull out a map to figure out where you are if you know where that landmark is on the map (ex. a portage or campsite)
- In this case, SUBTRACT the Declination before placing the compass on the map (Big world to little map = subtract, little map to big world = add)
- Line up the Ruler (direction of travel arrow pointing to where you are going) of the compass with the Landmark on the map that you know you took a bearing too.
- Now rotate the compass (NOT the housing) until the Orienting Lines run North/South with the Ruler still crossing through your Landmark.
- Now if you draw a line along the ruler you are currently somewhere along this line.

TRIANGULATING YOUR LOCATION

- This is just an expansion on "taking a field bearing" but it allows you to find exactly where you are at any time, if you are able to recognize two landmarks, and are able to find them on the map. (maybe a steep cliff or a buoy)
- In this case you will be taking two bearings in the real world. One from each Landmark.
- After you take your first and SUBTRACT the declination, place the compass on the map with the Orienting Lines running north south and the Ruler crossing through that Landmark. Draw a light line on the map along the Ruler.
- Now repeat step 3 with your second Landmark and draw a second line.
- Where these two lines INTERSECT shows you exactly where you are!!! (You can use a third or a fourth point to make sure your point is super-duper accurate)

Universal Transverse Mercator Navigation

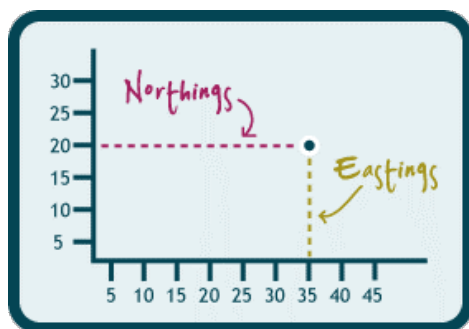
(USES GRID NORTH)

This system (UTM or Military Grid) looks like a grid on a map, dividing up the map into smaller squares to help pinpoint items. Like the metric system, the UTM uses factors of 10 so the spacing between two sides can be divided into 10 smaller ones which can then be divided into 10 smaller ones etc. Generally, sets of 3 numbers for Eastings and 3 for Northings are sufficient.

When given map coordinates for a location, the first number represents the 'eastings', the second number represents the 'northings'.

'**Eastings**' are vertical lines dividing a map into east and west.

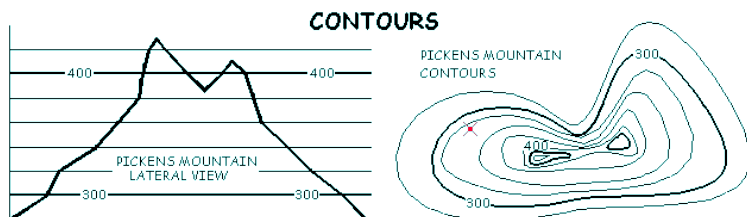
'**Northings**' are horizontal lines dividing the map into north and south sections.



Each square can further be divided into ten parts to make a measurement more precise. For example, a map coordinate of 350 201 has an easting of 35.0 units and a northing of 20.1 units. If it helps you to remember the order, think; "In the house and up the stairs."

CONTOUR LINES

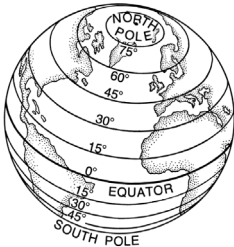
- Contour lines are the greatest distinguishing feature of a topographic map.
- Contour lines are lines drawn on a map connecting points of equal elevation, meaning if you physically followed a contour line, elevation would remain constant.
- Contour lines show elevation and the shape of the terrain. They're useful because they illustrate the shape of the land surface -- its topography-- on the map.
- In order to keep things simple, topographic maps show lines for certain elevations only. These lines are evenly spaced apart. We call this spacing the contour interval. (Contour interval for the image below is 20)



Latitude And Longitude

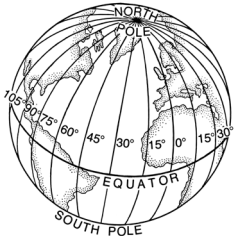
(USES TRUE NORTH)

LATITUDE: These are lines that run HORIZONTALLY across the globe (like the rungs on a ladder...aka LADDERTUDE)



The Equator is labeled as being 0° Latitude. All points NORTH of this are given their degrees followed by the letter "N". All points SOUTH of the equator are given their degrees followed by the letter "S". Both Poles are 90 degrees North/South respectively.

LONGITUDE: These are lines that run VERTICALLY up and down the globe



The vertical line running through Greenwich England, is labeled as being 0° Longitude. All points EAST of this line are given their degrees followed by the letter "E" until 180 degrees is reached (half way around the earth). All points

WEST of Greenwich are given their degrees followed by the letter "W" until 180 degrees is reached (half way around the earth).

Both Latitude and Longitude are expressed as degrees. Each degree is further divided into 60 minutes and 60 seconds. These minutes and seconds allow the lat/long reference number to be as accurate as possible.

Global Positioning System (GPS)

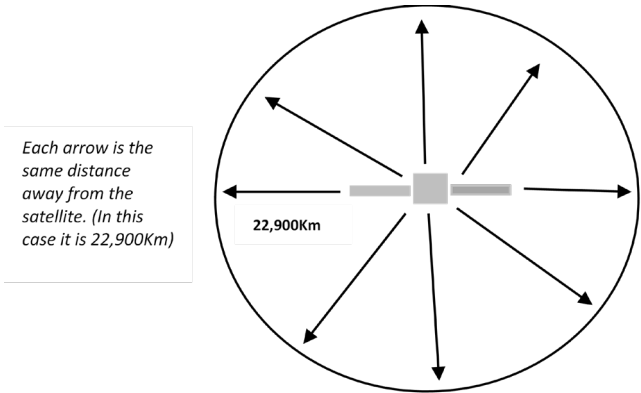
GPS is a satellite navigation system that consists of 24 satellites which orbit the earth, transmitting information about precise time AND position. GPS was developed in the 1970s with the US Department of Defense to provide positioning and navigation data to military forces.

Originally it was not accessible by the general public but it became so in 1983 and is accurate to within 5 to 30 metres depending on the strength of the signal being received. Obstructions such as cloud cover, forested areas, being inside buildings and being in valleys do limit the GPS receiver's accuracy.

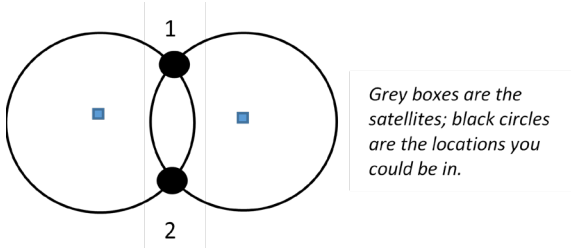
How GPS Works

The satellites send out signals regularly and each signal has the precise time encoded in it. Our GPS receivers can calculate the distance they are from each satellite, using triangulation, based on how long the signal takes to be received.

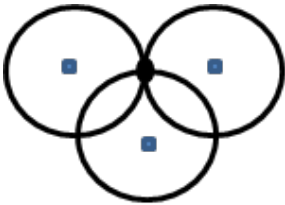
When your GPS receives a signal, it calculates how far you are from THAT satellite. However, that means you could be anywhere around the circumference of that satellite signal because you could be a specific distance away in any direction. For example:



If you receive 2 signals, these two signals will only intersect in two places, meaning you are in one of two spots.



But we don't want to be flipping a coin trying to decide if we are in Temagami or the Rockies. With a 3rd satellite we can pin point our location because the three satellite signals only intersect in one spot.



A fourth satellite allows us to also measure our elevation and the more satellites the more accurate the coordinates given will be.

NUTRITION AND HYDRATION

“THE BELLY RULES THE MIND!”

In order to stay healthy, happy and full of energy, you must eat more than usual on a strenuous canoe trip and even more on a physically challenging hiking trip. Your body is likely working harder than it does at home and it needs more fuel to keep running well. All our trip food will keep well without refrigeration. Since water is very heavy, our food is made up mostly of pastas, dried grains, legumes, fruits, nuts, etc.

PROTEIN...

is necessary to build and repair muscle. Protein in your diet comes from nuts, milk products, meat and many other sources. Animal proteins are complete (meat, eggs, milk, cheese). Non-animal proteins (rice, beans, pasta) are incomplete proteins. They have protein in them but they must be combined in ways that lets your body use them, this is called ‘complementation’. Protein complementation involves the mixing of legumes (beans, peas, lentils) and grains (bread, pasta, rice) over the course of a day or two. The resulting protein is of higher quality than meat because it is more usable by the body.

CARBOHYDRATES...

are generally classified as either simple or complex. Simple carbohydrates (or simple sugars) are what your body can utilize quickly to provide fast energy (such as candy, juice and fruits) but they are used up very quickly. Complex carbohydrates (or complex sugars) are released slowly after a meal which allows the energy to last a longer period of time although it takes longer to acquire. It is from carbohydrates that we obtain most of our energy on trip, usually from bread, pasta, rice, and grains. Fibre is also a necessary carbohydrate which assists in keeping our digestive track in order.

FAT...

contains more calories and provides more energy than Protein and Carbohydrates combined! This doesn’t make fat bad, but you need to consume it in moderation. It is very important part of your nutrition. There are different kinds of fats and some are better than others.

- **Saturated Fats** – at room temperature, saturated fats are usually a solid. This fat is mostly found in animal products. It’s not terribly bad but you shouldn’t consume very much because of the high cholesterol.
- **Unsaturated Fats** – at room temperature, unsaturated fats will most likely be in a liquid form. Mostly found in plant products such as seeds like flax or olives. These are very good for you because they contain essential fatty acids.
- **Trans Fats** – these should be avoided because they are man made, making them very hard, if not impossible, to digest. They are the kind of fats that build up in your arteries and stay there.

- Essential Fatty Acids (EFA's) – these are in the form of Omega 3's and 6's. They increase your brain function and are known to contribute to your cardiovascular health. They also have anti-inflammatory properties. Found in fish and seeds like flax.

NUTRIENTS, VITAMINS AND MINERALS...

are present in small amounts in almost all foods. We take some fresh and dried vegetables on trip and lots of dried fruit.

WATER...

is the most vital part of any diet. In camp, we will usually purify or boil our water, while paddling we use water filters. It is difficult to always be completely hydrated on trip particularly when we are working hard and it is hot and sunny. You need to drink much more water on trip than you do at home, at least 3L each day.

Never try to 'lose weight' on a physically active trip such as these. You could place yourself and others in a dangerous situation by becoming weak, getting hurt or sick.

HOW TO HAVE A HAPPY GROUP...

We need to consider how often we need to eat. It is important to recognize that very often if people are slowing down or if they are getting less talkative or grumpy – it may be because they are hungry. The average person needs 2500-4500 calories each day on a trip like OP. Keeping people fed keeps the group moving faster. Taking breaks to eat and drink doesn't slow the group down in the end!

Calorie intake for each person will be different and is based on many factors including: body weight, height, activity level, metabolism etc.

When you are on trip, you will be working as a team with a small group of people. It is up to everyone to look after each other. This may mean that you suggest a snack or lunch break because you know that you (or someone else) is getting hungry.

Everyone one will have a turn to be the leader of the day on trip. The most important part of your decision making on that day may be to decide the best time for people to eat and drink. Skipping lunch to get to a campsite early probably isn't worth it.

It is safer to do a portage when the group is well rested and not hungry. There will be less chance of a group member falling or twisting an ankle if they are well fed and well hydrated. You may be able to keep everyone happy and prevent people getting on each other's nerves, or hurt, if you call the food breaks before they are desperately needed.

AVOID MAKING DECISIONS OR GIVING SOMEONE FEEDBACK IF YOU OR OTHERS ARE HUNGRY

STRESS

WHAT IS STRESS?

Stress is your body's response to any kind of demand both good and bad. These factors may be either external, internal or both. External factors may include the environment, job, relationships, home life, and all the other situations, challenges, and decisions that you are faced with in your everyday life. Internal factors, do not so much cause the stress, but rather influence your ability to effectively deal with stress. These factors may include your nutritional status, overall health, fitness level, emotional well-being, and the amount of sleep you get.

SIGNS AND SYMPTOMS OF STRESS

For each individual, stress has different causes as well as different signs and symptoms. Stress can manifest through emotional, behavioural and/or physical symptoms.

Some common physical symptoms include:

- Sleep disturbances
- Muscle tension
- Headache
- Gastrointestinal problems
- Fatigue

Some common emotional/ behavioural symptoms include:

- Nervousness
- Anxiety
- Abnormal eating habits
- Changes in mood
- Unhealthy behaviour (alcohol, drugs, cigarettes)

Despite having this list of possible signs and symptoms of stress, it is important to recognize that people experience stress differently and for many different reasons. One person may experience overwhelming stress where another may not experience any as a result of the same event.

STRESS MANAGEMENT

This may seem like a no brainer, but stress management is not always as simple as it seems. Managing stress starts with identifying the sources of your stress. You may have to look hard into every corner of your life to see the cause. You may think that the cause are the deadlines for your assignments at school, when in fact it is your procrastination, rather than the deadlines.

The following are strategies for dealing with stress. Keep in mind that not all of these strategies will be appropriate for you. If you are stressed, try a few and see what works!

#1 – Avoid Unnecessary Stress

- Learn how to say “no”
- Avoid people who stress you out
- Take Control of your environment
- Avoid controversial topics
- Thin out your schedule

#2 – Alter the Situation

- Express your feelings
- Be willing to compromise
- Be more assertive
- Improve your time management skills

#3 – Adapt to the Stressor

- Look at the big picture
- Adjust your standards
- Focus on the positive

#4 – Accept Things you can’t Change

- Don’t try to control the uncontrollable
- Look for the upside
- Share your feelings
- Learn to forgive

#5 – MAKE TIME FOR FUN AND RELAXATION

LOW IMPACT CAMPING

Low Impact Camping is the practice of traveling in and enjoying the wilderness while minimizing our impact on the landscape. The goal is to leave as little evidence that we were in the area as possible, and ideally we leave the area looking **CLEANER** than when we had found it! The purpose of such practices is to maintain our wilderness areas, and to ensure that campers can obtain a full wilderness experience, even in higher traffic areas.

CAMPSITES

- **SELECTION:** In order to limit our impact, we will only camp on designated sites. For tips of what to look for in a good campsite ask your instructor.
- **TENT SITES:** If available, tents should be set up on designated tent pads. If not available, please be sure to avoid roots, depressions, and vegetation so that we protect ourselves, stay dry, and do not cause unnecessary harm to the plant life.
- **FIRE:** In order to minimize impact, most of the cooking on trip will be done using a stove. If a camp fire is to be used, please use the designated fire pit to avoid ground and rock scarring.
- **FIREWOOD:** When collecting firewood, only take dead wood off the ground and limit the size of the fuel so that it can be burned down completely to ash (diameter of wood should not exceed your wrist). If there is left over wood it can be scattered back in the forest, this will allow us to keep our “we were never here” goal intact.

TRAVEL

- **TRAILS:** In order to minimize the impact on the surrounding vegetation, trails should be used both on the portage as well as in camp.
- **PADDLING:** While paddling through marsh, please try and use the path that already exists. Although it may be shorter to cut through the middle, paddling through the plants can cause unnecessary harm.

WASTE DISPOSAL

LEFT-OVER FOOD:

Leftovers from a meal must be eaten, saved for another meal, or “packed out” of the park with us. We prefer not to burn food scraps due to the fact it is very hard to burn them down completely.

DISHWATER:

Dishwater should be carefully strained, and large food chunks should be removed and disposed of in the group garbage. Remaining dish water should be scattered away from camp, **50 meters** from any waterway and campsite. This is to ensure that the soap and food particles do not flow back into the waterway and harm the aquatic life as well as keep critters away from our camp site.

MENSTRUAL PRODUCTS DISPOSAL, CARE AND INFORMATION

Please bring appropriate supplies even if you're not expecting your period on trip. If using disposable products, please also bring aluminum foil for disposal. If using reusable products, please bring any specific cleansers that are used at home. We recommend that toiletries/menstrual products and any other disposable materials are kept in a 5L waterproof stuff sac or toiletries bag, separate from your clothing.

At Gould Lake, we believe in "Low Impact Camping", meaning that we attempt to minimize our impact in the areas that we visit, including campsites, portages and hiking trails. Some low impact practices Gould Lake employs include: "packing out" all garbage, using as little toilet paper as possible, ensuring that toilet paper only goes in the outhouse/KYBO where available, and disposing of dish water 50m from water sources.

For menstrual products, we ask that used disposable products (ex. pads and tampons) are disposed of by wrapping them in tin foil and placing them in a designated daily group garbage which is kept accessible in the front of the equipment pack. Each night this garbage will be added to the main group garbage.

While this sounds like a "messy" practice, it is the only responsible, low-impact option. Due to the multiple layers of cotton, synthetic fibres and plastic in these products, they will not biodegrade for many years. Therefore, we do not dispose of these products in outhouses/KYBO nor do we bury or burn them.

For reusable menstrual products such as menstrual cups, we ask that students wash them in a similar method they would at home (clean water and/or clean water and a menstrual product cleaner). For reusable clothing products (Ex. menstrual underwear or reusable pads) we ask that students rinse the products in the lake, allow the items to dry and then place them in a plastic bag in their stuff sack so they can be packed out for the remainder of trip. Please note, if students are using reusable clothing products we ask that students bring two pairs per day of their cycle.

Please keep in mind these practices not only support Gould Lake's goal of being a low impact organization, but are also regulated by provincial and national parks. Failure to abide by park regulations & rules could lead to legal implications and fines towards the Gould Lake Outdoor Centre and/or individuals.

ADK REGULATIONS AND GUIDELINES

- **Camping is prohibited** within 50 meters of any lean-to, road, trail, spring, stream, pond or other body of water.
- **Use pit privies** provided near popular camping areas and trailheads. If none are available, dispose of human waste by digging a cathole at least 50 meters from water or campsites.
- **Do not use soap** to wash dishes within 50 meters of water.
- **Do not build fires**; camp stoves are safer, more efficient and cleaner.
- **Carry out what you carry in.** Practice "leave no trace" camping and hiking.
- **Use bear resistant food canisters.** These are a highly effective means for preventing bears from getting your food, toiletries and garbage. Use of bear resistant canisters is required in The Eastern High Peaks Wilderness.
- **Cook and eat before 6pm** (bear barrels must be closed and put in bear clump before this time). Make a bear clump with all barrels and dishes far from your camp. Find a divet in the ground so bears can't roll barrels down hill. Leave lids off dishes so they do not get bitten into. Set barrels upside down to keep water out if it rains, they are not waterproof.
- **Cook away from your campsite.** Choose an area at least 50 meters away from your sleeping area. No food should ever be in the lean-to/tents.
- Be neat and clean while cooking. **Avoid spills and drippings.**
- KEEP FOOD IN CANISTERS when cooking. Open the canister, take out only what you need and then close and lock the canister while cooking.
- Avoid leftovers. **Carefully plan your meals and eat all that you cook.**
- **Never leave food unattended.**
- If there are 2 or more groups from 1 camp or organization they need to stay **no less than a mile apart** at all times to minimize environmental impacts and noise pollution.
- Please sign in to all log books at specific checkpoints. This helps the park to keep track of numbers of people in the park.
- Lean-to's can only have a 3 night max stay
- Expect to cross paths with rangers, be respectful and make sure you are following guidelines at all times.

MENSTRUAL PRODUCTS IN THE ADIRONDACKS

Please dispose of products by wrapping them in foil, placing them in a bag and then disposing them in the garbage barrel. Due to the multiple layers of cotton, synthetic fibers and plastic in these products, they will not biodegrade for many years. We do not dispose of these in outhouses/KYBOs nor do we bury or burn them. **Each night, the garbage barrel will be put in the barrel clump.**

GOAL SETTING

Goals can help you create opportunities to learn and grow throughout life. They give you something tangible to strive for. Setting goals is very important in achieving anything in life. You have quite likely been setting goals for yourself and for groups or teams you have been involved with throughout your life, perhaps without knowing it! Goal setting is a valuable and essential skill in achieving your maximum potential. To help ensure you get the most out of your OP trip you will be asked to complete an on-trip goal setting assignment, which will be due the first night of your trip.

Be S.M.A.R.T when setting goals:

- S – Specific (Is it clear? Do you understand it?)
- M – Measurable (How will you know when you get there?)
- A – Attainable (Will it be possible to reach in the time frame?)
- R – Realistic (Is it possible?)
- T – Time Frame (What are the time lines?)

Goals can fall into many different categories. In order to make your goals clearer and easier to organize, we can divide them up into four different “types”: Physical Fitness, Trip Skills, Social, and Personal Growth.

PHYSICAL FITNESS GOALS

Goals that involve physical activity and require a certain level of fitness in order to complete them. Example: My goal is to be able to carry a canoe by myself for at least 250 meters without stopping.

TRIP SKILL GOALS

Goals relating to specific trip oriented skills. Example: My goal is to be able to safely and efficiently light a campfire with a single match before the end of my Canoeing trip.

SOCIAL GOALS

Goals that deal with your interaction with others. Example: My goal is to learn three interesting facts about each member of my group before the trip is over.

PERSONAL GROWTH GOALS

Goals that pertain to self-development areas such as: self-confidence, self-esteem independence, initiative, leadership etc. Example: My goal, for every night of trip, is to have my teeth brushed and all of my smelly stuff ready for the food canoe before the LOD asks for it.

NOTE: Goals are most effective when we have a starting point. When we tailor our individual goals based on popularity or on others starting points, our goals are rarely achieved.

USEFUL KNOTS

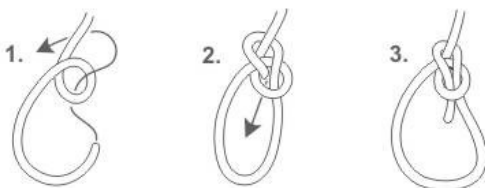
As in Knots the knot...not knot the speed....and most certainly not knots on a tree...

BOWLINE

One of the most useful knots you can know. The bowline forms a secure loop that will not jam and is easy to tie and untie.

Form an eye in the rope with the standing part of the rope running underneath. Run the free end up through the eye making a loop below the eye.

Take a turn around the standing part and feed the free end back down into the eye and hold there. Pull standing part to tighten down the knot.



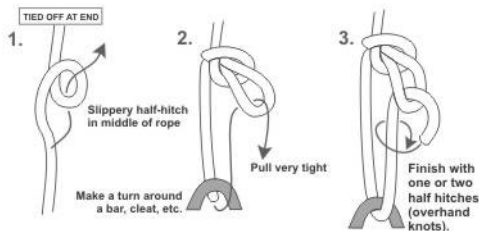
© Copyright 2005 John E. Sherry

www.netknots.com

TRUCKER'S HITCH

The Trucker's Hitch is one of those knots that once you learn it, you wonder how you ever got along without it!

Use this knot to cinch down a load on your car top, boat, horseback, you name it. This combination of knots allows a line to be pulled tight as a guitar string!



Tie off one end of rope. Lay rope over load to be tied down. Tie a slippery half hitch in the middle of the line to form a small loop. With free end make a turn around a fitting and bring the free end back up to the loop in the line. Feed through and pull line very tight. Secure the knot with the tension in the line with one or two half hitches (overhand knots) tied snug to the loop.

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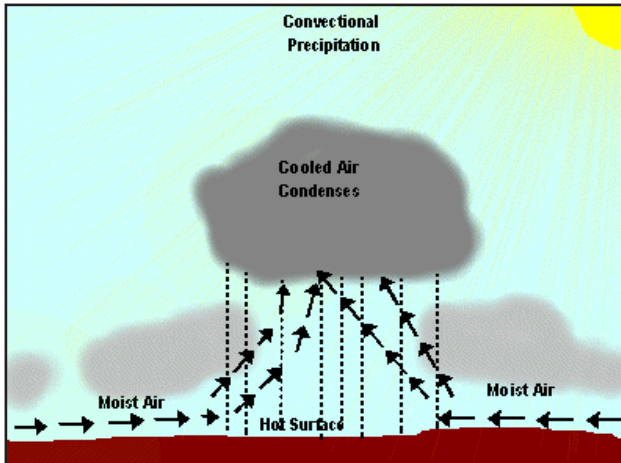
www.netknots.com

WEATHER

Types Of Precipitation

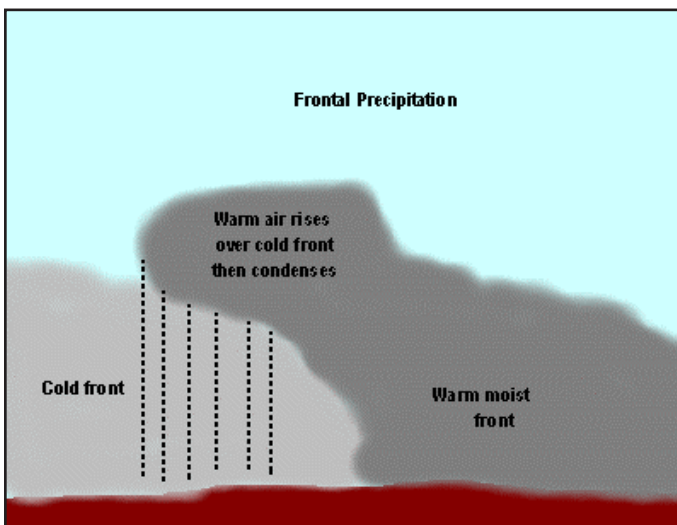
CONVECTIONAL PRECIPITATION

Results from the heating of the earth's surface (land or water) that causes air to rise rapidly. As the air rises, it cools and moisture condenses into clouds and precipitation.



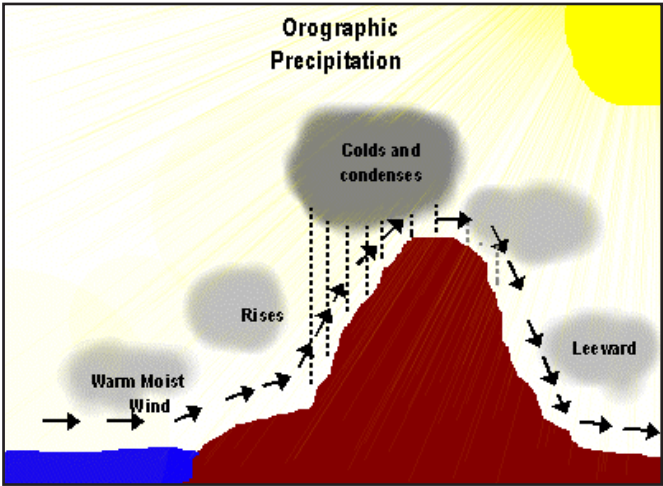
FRONTAL PRECIPITATION

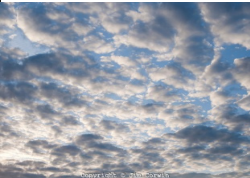
Results when the leading edge (front) of a warm air mass meets a cool air mass. The warmer air mass is forced up over the cool air. As it rises the warm air cools, moisture in the air condenses, clouds and precipitation result.



OROGRAPHIC PRECIPITATION

Results when warm moist air of the ocean is forced to rise by large mountains. As the air rises it cools, moisture in the air condenses and clouds and precipitation result on the windward side of the mountain while the leeward side receives very little.



H I G H L E V E L	 Cirrus clouds are white wispy clouds that stretch across the sky. They indicate clear weather but also indicate that there will be a change in whether within the next 24 hours.	 Cirrostratus clouds are sheet like and cover the sky. They are translucent, the sun can be seen through them. They are a good indicator of moist weather within the next 12 to 24 hours.	 Cirrocumulus clouds are large groupings of white streaks that are very neatly aligned. These clouds normally mean good weather for the near future but storms can form later.
M I D D L E L E V E L	 Cumulus clouds are cotton ball, puffy clouds and cumulonimbus are cumulus clouds that grow vertically and bring severe weather.	 Altostratus clouds are grey or bluish and usually cover the entire sky. These clouds usually indicate a storm on the way that will produce continuous rain.	 Alto cumulus clouds are large, grey, puffy masses. Seeing these clouds in the morning on a warm, humid summer day usually means that you can expect a thunderstorm in the late afternoon.
L O W L E V E L	 Stratus clouds are solid grayish clouds that often cover the sky (overcast). They can resemble fog and These can produce drizzle or continuous drizzle as they turn into stratocumulus.	 Stratocumulus clouds are low-lying bumpy clouds that do not cover the sky and they can come in patches or rows. They mean fair weather if the temperatures change between day and night is only a few degrees.	 Nimbostratus clouds are the standard rain clouds. They are large grey sheet with distinction between dark and light. If you see them, chances are it is already raining.

WELCOME TO THE OUTDOOR PURSUITS WORKBOOK ACTIVITIES!!

The next few pages are your student workbook. This workbook is designed to help you develop and refine your wilderness tripping skills and knowledge. The activities contained within this workbook reflect the very broad range of topics covered in the Outdoor Pursuits course.

This workbook is here as a learning aid. We recommend that you fill out these workbook activities for your benefit. These activities will further your understanding of lessons taught by your instructors on trip.

If you like, you may work with other students in your group to complete the workbook activities. Be sure that you understand all the concepts, ideas and information yourself...enjoy!



MSR STOVE USE AND SAFETY

On the diagram, fill in the appropriate letter for each stove part shown:



- | | | |
|--------------|---------------------------|------------|
| a. Fuel Tank | b. Generator Tube | c. Legs |
| d. Burner | e. Fuel Cup | f. Plunger |
| g. Fuel Line | h. Temperature Adjustment | |

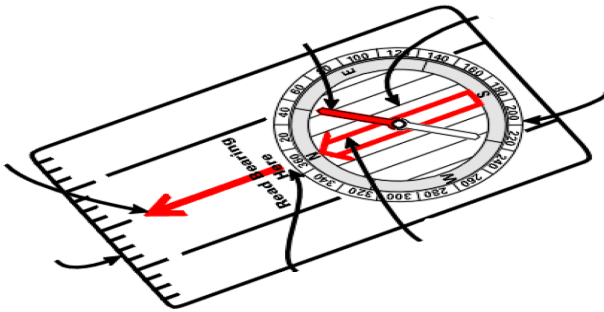
List 5 stove care & maintenance practices that can help ensure that your stove continues to work well throughout your trip:

-
-
-
-
-

COMPASS AND NAVIGATION

This is what you have or will be doing as LOD and is essential to understand for any form of wilderness camping. While the Global Positioning System is a useful and easy one, it doesn't work well with cloud or tree cover, it requires batteries, and if it gets wet it may very well no longer function. A compass on the other hand has none of these drawbacks and so is an excellent backup system to have and understand.

Label the parts of a compass, shown below:



What are the 3 Norths?

What is Declination?

What is Triangulation?

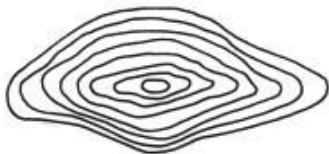
Draw a line from the contour lines on the left to the corresponding lanscape profile on the right.



1



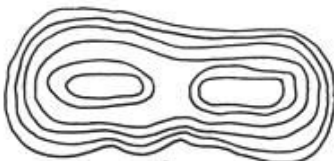
A



2



B



3



C



4



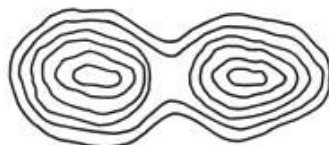
D



5



E



6



F

First Aid and Risk Management

Injury	Signs and Symptoms	Methods to Reduce Injury's Severity	Methods to Reduce Injury's Frequency
Sprain/Strain			
Dehydration			
Burns			
Bleeding			
Hypothermia			

WATER TREATMENT

TREATMENT METHOD	REMOVES BACTERIA?	REMOVES PROTOZOA?	REMOVES VIRUSES?	ADVANTAGES OF METHOD	DISADVANTAGES OF METHOD
GRAVITY FILTERS					
PURIFIER					
HAND PUMP FILTER					
BOILING					
CHEMICALS					

WELCOME TO THE ASSIGNMENT SECTION OF YOUR MANUAL!

In this section of your OP manual you will find your Time Control Plans (TCP's) for both Killarney and the Adirondacks, Skill Lesson , Route Planning and Menu Planning Assignments for both Killarney and the Adirondacks. These are the main assignments for the OP course and they will be marked. Most of these assignments will be done with other group members with the exception of the skill lesson. Although these assignments are based on group work, any work completed should be in your words only. Below is a schedule showing you when the assignments should be completed.

ASSIGNMENT	WHEN SHOULD IT BE COMPLETED?
Killarney TCP	The night before your LOD day.
Adirondacks TCP	The night before your LOD day.
Skill Lesson	Presentation times will vary but students will be given instructions and a time line for completion on the 1st night in Killarney.
Route Planning	Will be done in the Adirondacks at a time decided by your OP staff.
Menu Planning	Will be completed on your packing day prior to the canoe trip and a new one will be completed on your packing day prior to the Adirondacks. (Only the Adirondack menu plan will be marked)



TCP INFORMATION

As a “Leader of the Day” you will be asked to complete a Time Control Plan (TCP). This is a tool that is used by any responsible wilderness leader and should be completed before leaving your campsite in the morning (the night before is even better!). And in case you were wondering, yes, your instructors do something similar to this every night on trip.

So WHAT IS A TCP?

Simply put, a TCP is a leader’s way of figuring out where you’re going, how to get there, and how long it should take. It gives you an opportunity to look very closely at your route for the day, and can give you a sense of what the day will be like. Why do you think it might be important to know if you have a short day or a long day ahead of you? How could this affect the way you lead your group?

Take a look at one of the Time Control Plans on the following pages. You’ll immediately notice that the TCP is slightly different depending on what sort of trip it’s for. Read through them to get a sense of how you can plan a day of trip and use the plan to monitor your progress.

FILLING OUT YOUR TCP

Most of the boxes are self-explanatory and don’t require much clarification. The final section, called ‘Scheduling’, is where there is sometimes a little confusion. Hopefully this helps:

- Estimated time of departure – By this point you have a sense of whether this will be a shorter or longer day and can make an appropriate decision as to what time your group should be on its way in the morning.
- Checkpoints – These are points between your start and end point where you can check your progress. If you were expecting to arrive at Checkpoint 1 by 11:00 am, and don’t get there until 1:30 pm, you’ll know you’re a little behind what you’ve planned.
- Estimated arrival time at final location – This allows you to predict what time you’ll get to your campsite. If you’re late getting to a checkpoint, you know that you’ll probably also be late getting to your final destination.

WHY IS THIS PART OF OUR COURSE?

This is just another step in your development as a wilderness leader. Being able to look at your route on a map is one thing – being able to transfer that into a reasonable prediction of how long each part of the day will take is much more challenging – but ultimately more important!

ACCURACY

We often don’t end up arriving at our final destination when we predicted in our TCPs. There are several reasons this may occur (weather, naps, swim breaks, injuries, navigational errors, etc.). You will not be assessed for how closely the group sticks to the schedule you’ve planned – rather, we want to see that you’re able to analyze the day and make a reasonable forecast of how long it will take. If we decide to take a swim break, or go on an unplanned hike that takes a couple of extra hours, that’s fine!

CANOEING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description: GRT. MOUNTAIN L., #158	Description: MURRAY L., #156
Coordinates: 46°09'33"N 81°21'38"W	Coordinates: 46°08'43"N 81°33'18"W

DISTANCE

Total distance to be paddled	16 km
Estimated traveling speed of canoes (An average paddling speed is about 4 km/h. You can adjust this for <u>your</u> group and predicted weather conditions.)	4 km/h
Total estimated paddling time	4 hours

PORTAGING

Total distance to be portaged	1.2 km
Estimated portaging speed (Including loading, unloading, taking multiple trips, 1 km/h is an average portaging speed for a group. You can adjust this for <u>your</u> group.)	1 km/h
Total estimated portaging time	1+ hours

BREAKS

Estimated time for breaks (water, snacks, map checks, rests, washroom)	1 HOUR
Estimated time for lunch	1 HOUR
Total estimated break time	2 hours

TOTAL TRAVEL TIME

Paddling Time + Portage Time + Break Time	7+ hours
---	----------

SCHEDULING

Estimated time of departure... 9:00 AM	
Checkpoint 1	Location: START OF 130M PORTAGE
	ETA: 11:00 AM
Checkpoint 2	Location: HOWRY LAKE COTTAGE
	ETA: 12:30 PM
Est. time arriving at destination... AROUND 4:15 PM	

CANOEING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

Total distance to be paddled	km
Estimated traveling speed of canoes (An average paddling speed is about 4 km/h. You can adjust this for <u>your</u> group and predicted weather conditions.)	km/h
Total estimated paddling time	hours

PORTAGING

Total distance to be portaged	km
Estimated portaging speed (Including loading, unloading, taking multiple trips, 1 km/h is an average portaging speed for a group. You can adjust this for <u>your</u> group.)	km/h
Total estimated portaging time	hours

BREAKS

Estimated time for breaks (water, snacks, map checks, rests, washroom)	
Estimated time for lunch	
Total estimated break time	hours

TOTAL TRAVEL TIME

Paddling Time + Portage Time + Break Time	hours
---	-------

SCHEDULING

Estimated time of departure...	
Checkpoint 1	Location:
	ETA:
Checkpoint 2	Location:
	ETA:
Est. time arriving at destination...	

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

**REFLECT ON THE TIMELINE OF THE DAY.
HOW DID IT DIFFER FROM TCP?**

HIKING TIME CONTROL PLAN

START LOCATION

END LOCATION

Description:	Description:
Coordinates:	Coordinates:

DISTANCE

Total distance to be hiked	miles
Estimated traveling speed of group <i>(An average hiking speed is about 2 mph. You can adjust this for <u>your</u> group and predicted weather conditions.)</i>	mph
Total estimated hiking time	hours

ELEVATION

Starting elevation	feet
Total elevation ascended <i>(This is not just the difference between your start and end elevation, it is the accumulation of all ascension during the day!)</i>	feet
Total estimated additional time for elevation gain <i>(Add 1 hour for every 1000 feet that you will climb)</i>	hours

BREAKS

Estimated time for breaks (water, snacks, map checks, rests, washroom)	
Estimated time for lunch	
Total estimated break time	hours

TOTAL TRAVEL TIME

Hiking Time + Elevation Time + Break Time	hours
---	-------

SCHEDULING

Estimated time of departure...	
Checkpoint 1	Location:
	ETA:
Checkpoint 2	Location:
	ETA:
Est. time arriving at destination...	

NOTES FOR TCP AND ALTERNATE PLANS FOR THE DAY

**REFLECT ON THE TIMELINE OF THE DAY.
HOW DID IT DIFFER FROM TCP?**

THE OP SKILL LESSON

WHAT IS A SKILL LESSON?

As an OP student, you are expected to present a skill lesson during one of your trips. The object of the skill lesson is to demonstrate that you can organize and present a body of knowledge effectively, which is an essential skill for any wilderness leader. The presentation should involve the learners actively. This means they should listen, watch, ask questions and fully participate in an activity following the initial skills lesson. Teaching aids should always be used, and you should be prepared to field questions from the group and be able to demonstrate the skill. Clarity of communication and your ability to get the key points across to your audience are your main objectives. Remember...make it fun!!!

WHY IS THIS PART OF THE OUTDOOR PURSUITS COURSE?

In addition to developing several wilderness traveling and camping skills, the Outdoor Pursuits course is intended to begin you on the path of becoming a wilderness leader. Whether you choose to continue on to WIC and/or KIC courses, work at a summer camp, pursue a career in outdoor education, or go on recreational camping trips with friends and family, your skills and experience will put you into a position of leadership on any trip.

As a wilderness leader, it is very important that you are able to teach and share your expertise with others. Developing the ability to present information to others in an effective way can be just as important as learning to light a fire or steer a canoe. You may also find that these skills will be beneficial in both your school and work life. We hope that you will embrace this challenge the same way you take on any other new skill!

IMPORTANT DETAILS

- You will have a chance on the first day of your trip to pick your lesson and your lesson plan will be prepared on your OP trip. The skill you choose can be anything of your liking, example: throwing a Frisbee, cartwheel, kicking a soccer ball, cannonballs etc. On trip you will have lots of opportunities to ask for help and get some feedback on your lesson plan before you teach. You and your instructors will discuss when you will actually teach your lesson.
- Audience: You will be presenting your lesson to your trip group and your instructors....so seven people not counting yourself.

ORGANIZING YOUR INFORMATION (MAKING YOUR LESSON PLAN)

There is one basic principle that you can follow that can make the difference between an excellent and a poor lesson....

Be prepared!

It is absolutely essential that you take the time to plan your lesson. This doesn't just mean being sure that you understand the topic (though that's important too!). This means being sure that you know what you're teaching, how you're going to deliver it, in what order, using what props or visual aids, when, where, and why you're teaching it.

A LESSON PLAN is a set of notes that teachers/instructors use to prepare their lessons. It is different from a handout or an information sheet in that it contains only brief notes about the subject – sort of like cue cards to remind you what you want to discuss next. The purpose of a LESSON PLAN is to organize your information into a logical, engaging, and effective presentation. It also helps you organize any visual aids; props or other materials you may need.

That's it! If you've taken a little time to prepare for your lesson, we know that it can be successful. Remember, you can always ask questions if you have any concerns.

TEACHING A SKILL LESSON

Here are some **IDEAS**.....

I - Introduce your topic in an exciting way using a grabber

D - Demonstrate clearly (once with and without explanation at least)

E - Explain clearly, and give points to remember

A - Activity and Application of the skill. Provide feedback (analysis and development)

S - Summarize, hammer home the key points

Things to think about...

The Teacher

- ☐ Prepared
- ☐ Flexible
- ☐ Aware
- ☐ Excited
- ☐ Good Communication

The Classroom

- ☐ Safe
- ☐ Can everyone see, hear, and be comfortable
- ☐ Everything you need? Props, equipment....

The Students

- ☐ Teaching to their style, age and needs
- ☐ Condition of your students (mood, maturity, energy)
- ☐ Answering their questions

The Lesson

- ☐ KISS, Keep It Simple + Short
- ☐ Start where the learners are and expand
- ☐ Fun, Visual, Active

LESSON PLAN EXAMPLE

This is not a complete lesson plan.

This contains only enough information for demonstration purposes.

Name: John Smith

Course: OP

Topic: Forward Stroke

Duration: 10-15 mins

LEARNING GOALS:

(A general statement about what students are to be learning. We are learning to...)

Students are learning to perform an efficient and effective forward stroke while in a canoe using the phases of movement.

SUCCESS CRITERIA:

(How students can recognize if they have been successful. What I'm looking for...)

- *Are the students' hands placed properly on the paddle?*
- *Can students identify phases of movement for the forward stroke?*
- *Is the core being engaged to get the most effective means of power for the forward stroke (rather than all arm muscles)?*

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

(Is the classroom set up for all learners?)

- *Sun is behind students*
- *Lesson location has room for practice and suitable for supervision*
- *Environment is as distraction free as possible*

II) STUDENTS:

(Is the lesson designed for my learners? Are they prepared to learn?)

- *Students are rested/nourished/hydrated*
- *The lesson is suitable for the students current level of experience*
- *The lesson builds on students' previous knowledge (scaffolding)*
- *Specific student needs have been considered and addressed*
- *Students are made aware of any equipment or items they need for the lesson (i.e. Paper, pencil, paddle, PFD...)*

III) LEARNING STYLES:

- *Auditory: Verbal instructions and demonstrations are narrated*
- *Visual: Full demonstration of skill breakdown and full skill*
- *Kinesthetic: Opportunity for practice with feedback*

MATERIALS/EQUIPMENT:

- *Students are made aware of any equipment or items they need for the lesson (i.e. paper, pencil, paddle, PFD...)*
- *Canoes/ safety equipment*
- *White board*

LESSON OUTLINE

GRABBER:

(An interesting and relevant means of engaging students in the lesson.)

A friend and I in a boat, paddling with the butt end of our paddles, with no follow through phase (paddles will not come out of the water) all while being very obnoxious and stating over and over how hard it is to paddle a canoe.

INTRODUCTION:

(Explain the rationale/importance of the lesson topic.)

Explain importance of efficiency and effective forward stroke for various situations: moving water, tripping, Canadian style paddling.

BODY:

(This is the outline of your lesson. It should not contain detailed information on your topic. It should contain the progression of your lesson.)

- *Talk about the 3 phases of movement, prep, execution, follow through (audio learners)*
- *Explain how the 3 phases of movement are used during your forward stroke (use a white board for the visual learners)*
- *Demonstrate the 3 phases of movement separately to ensure learning and understanding (kinesthetic learners)*
- *Get students to demonstrate different phases*
- *Ask if people have any questions*
- *Demonstrate the skill in full*
- *Have students perform the skill and give time for practice and feedback*

CONCLUSION:

(This should provide evidence that all learning goals and success criteria have been met.)

Break the students into groups. Have a quiz with prizes for the group that has the most correct answers.

LESSON PLAN

Name:

Course:

Topic:

Duration:

LEARNING GOALS:

SUCCESS CRITERIA:

UNIVERSAL DESIGN FOR LEARNING:

I) LEARNING ENVIRONMENT:

II) STUDENTS:

III) LEARNING STYLES:

MATERIALS/EQUIPMENT:

LESSON OUTLINE

GRABBER:

INTRODUCTION:

BODY:

CONCLUSION:

ADDITIONAL LESSON PLAN NOTES

LESSON REFLECTION (COMPLETE AFTER DELIVERING LESSON)

- 1. Did your lesson meet your expectations?

- 2. What part of your lesson do you feel went really well?

- 3. What would you do differently if you were to deliver the same lesson again?

- 4. What will you do differently the next time you teach a lesson?

OP ROUTE PLANNING ASSIGNMENT

HERE'S WHAT YOU'RE DOING...

Over the past few summers, you've signed up with Gould Lake and looked forward to going on great trips. For the most part, these trip routes are planned out well before you arrive at the barn. This assignment leads you through the process of route planning, similar to what Gould Lake staff do before a trip. For this assignment you will be working in a group to plan a canoe trip to Temagami Provincial Park.

YOUR PLAN WILL INCLUDE THE FOLLOWING...

- Start and End location (at real access points)
- Campsite locations and/or lake names
- Daily Distances, paddled, portaged and total
- Totals distances for the entire trip (traveled, paddled, portaged)
- Evac Points (for each day of trip), including approximate distance and travel time
- Daily Challenges/Notes

THE ROUTE

Group Members:	
Park Name:	Route Name:
Start Location:	End Location:
Total Distance Traveled (Km):	
Total Paddling (Km):	Total Portaged (Km):

Day 1

Start Lake Name: Coordinates:	End Lake Name: Coordinates:
Departure Time:	Arrival Time:
Paddled(km):	Portaged(km):
Est. Total Distance (km):	Est. Travel time:
Evac Location Name: Coordinates:	
Daily Challenges/Notes/ Route Details	

Day 2

Start Lake Name: Coordinates:	End Lake Name: Coordinates:
Departure Time:	Arrival Time:
Paddled(km):	Portaged(km):
Est. Total Distance (km):	Est. Travel time:
Evac Location Name: Coordinates:	
Daily Challenges/Notes/ Route Details	

Day 3

Start Lake Name: Coordinates:	End Lake Name: Coordinates:
Departure Time:	Arrival Time:
Paddled(km):	Portaged(km):
Est. Total Distance (km):	Est. Travel time:
Evac Location Name: Coordinates:	
Daily Challenges/Notes/ Route Details	

Day 4

Start Lake Name: Coordinates:	End Lake Name: Coordinates:
Departure Time:	Arrival Time:
Paddled(km):	Portaged(km):
Est. Total Distance (km):	Est. Travel time:
Evac Location Name: Coordinates:	
Daily Challenges/Notes/ Route Details	

Day 5

Start Lake Name: Coordinates:	End Lake Name: Coordinates:
Departure Time:	Arrival Time:
Paddled(km):	Portaged(km):
Est. Total Distance (km):	Est. Travel time:
Evac Location Name: Coordinates:	
Daily Challenges/Notes/ Route Details	

Day 6

Start Lake Name: Coordinates:	End Lake Name: Coordinates:
Departure Time:	Arrival Time:
Paddled(km):	Portaged(km):
Est. Total Distance (km):	Est. Travel time:
Evac Location Name: Coordinates:	
Daily Challenges/Notes/ Route Details	

Day 7

Start Lake Name: Coordinates:	End Lake Name: Coordinates:
Departure Time:	Arrival Time:
Paddled(km):	Portaged(km):
Est. Total Distance (km):	Est. Travel time:
Evac Location Name: Coordinates:	
Daily Challenges/Notes/ Route Details	

Day 8

Start Lake Name: Coordinates:	End Lake Name: Coordinates:
Departure Time:	Arrival Time:
Paddled(km):	Portaged(km):
Est. Total Distance (km):	Est. Travel time:
Evac Location Name: Coordinates:	
Daily Challenges/Notes/ Route Details	

ROUTE PLANNING

Based on the route that we have used, do you think that it is suitable for a typical OP group? Is it challenging?... Too easy...Too hard? Explain why you feel this way about the route.

If you were to come across a severe medical emergency at the farthest point on your trip, what kinds of safety resources and equipment would help you to be successful in dealing with that emergency? Explain.

MENU PLANNING

BACKGROUND INFO

Planning and packing food for an extended wilderness outing is one of the most important aspects of trip planning, and therefore a very important element of your development as a wilderness leader. In OP, we use two different systems for menu planning, both of which have their own unique advantages and challenges.

Regardless of what system is employed, it is absolutely vital that we select foods that meet all of our nutritional requirements. We'll be eating this food for about a month, and working ourselves hard at the same time. If we're not giving our bodies all the fuels they need to keep going, we cannot possibly hope to get the most out of the OP experience.

FOOD PACKING SYSTEM #1: BULK RATIONING

This is the menu planning system you are already familiar with from your Outreach and maybe Quest trip. Based on the methods developed by NOLS (the National Outdoor Leadership School), the underlying idea is to pack a selection of bulk foods and spices, essentially creating a pantry full of food that travels with you. There is no set meal plan – students will decide what to cook for any given meal based on the items available in the 'pantry'.

FOOD PACKING SYSTEM #2: MEAL-BY-MEAL PLANNING

Under this system, we decide before trip exactly which meals we will be having, and pack only the ingredients necessary to make those meals. While this removes some of the flexibility and potential for culinary creativity afforded by the NOLS system, it ensures that we aren't carrying any more food than necessary.

STAFF SHOULD BE INVOLVED IN YOUR MENU PLAN AS 1 STAFF WILL BE A PART OF YOUR COOK GROUP IN KILLARNEY. THEY ARE THERE AS A RESOURCE, PLEASE ASK THEM AS MANY QUESTIONS AS POSSIBLE.

YOUR MENU PLANNING ASSIGNMENT

This assignment will be done during packing day for the canoeing portion of Outdoor Pursuits.

HERE ARE THE MEALS YOU'LL NEED TO PLAN FOR:

- 3 breakfasts
- 3 lunches
- 3 dinners

A COUPLE THINGS TO KEEP IN MIND:

1. You may choose the same meal more than once but ensure that you are planning a well-balanced and nutritious diet.
2. All groups will receive the same food but it is your responsibility to plan your meals ahead of time and bring any extra ingredients.
3. You will also be required to bring your own snacks/trail food (Power bars, cliff bars, etc.) so you do not need to include trail food in this assignment.

SO YOU & YOUR GROUP NEED TO:

4. Consult your cookbook and the list of food (staff will provide these to you before the trip begins) we will be bringing on our trip.
5. Fill out your "OP Food Group Meal Plan" (on next page) accordingly.
6. Also ensure that Proteins, Carbohydrates, and Fats are being consumed

GROUP MEMBERS:

--	--	--	--

ALLERGIES OR DIETARY CONDITIONS:

DAY	MEAL	CARBS	FATS	PROTEIN
1	B:			
	L:			
	D:			
2	B:			
	L:			
	D:			
3	B:			
	L:			
	D:			

ADK MENU PLAN

USE THE SAME GUIDLINES YOU USED FOR YOUR KILLARNEY MENU PLAN FOR YOUR ADIRONDACKS PLAN.

GROUP MEMBERS:

DIETARY/ALLERGIES:

1.

2.

3.

DAY	MEAL	CARBS	FATS	PROTEIN
1	B:			
	L:			
	D:			
2	B:			
	L:			
	D:			
3	B:			
	L:			
	D:			
4	B:			
	L:			
	D:			
5	B:			
	L:			
	D:			
6	B:			
	L:			
	D:			
7	B:			

CANOE TRIP JOURNAL



WELCOME TO THE TRIP LOG, FITNESS LOG, AND TRIP JOURNAL

This section has been designed to allow you to record many of the details of your OP course and reflect on the experiences, friends, and growth that you will experience while on this trip. Many OP graduates have found their journal and trip log to be a valued souvenir and record of their experience. We strongly encourage you to take the time to put some thought and effort into yours!!!

THE TRIP LOG

The purpose of a trip log is to create a record of the “who, what, where and when” of your trip. As time passes, it becomes very difficult to recall exact routes, campsites, portages, animal sightings, and other details of a trip. While canoeing, the location of your campsites will be recorded using the Universal Transverse Mercator (UTM) coordinate system while in the Adirondacks it will be the Latitude and Longitude coordinate system.

By recording these details, you will have a lasting record of your trips which can be very handy down the road. In addition, should you ever wish to plan a personal trip to one of these areas, you will have a detailed record of the area which can help greatly.

THE FITNESS LOG

As part of your course credit requirements, you are asked to keep a daily log of your participation in physical activities and your level of fitness.

By using the fitness log in your journal you will be able to easily keep a record of some of the different types of physical activity you will do while on trip. Please fill out your log every day and reflect on the improvements you have made over the course of the trip and next steps to continue improving your physical fitness.

Cardio refers to any activity that works to improve the efficiency of the heart and lungs to provide oxygen to the muscles.

Strength refers to any activity that works to improve the body’s ability to perform short, high energy activities.

Endurance refers to any activity that works to improve the muscles ability to perform long, low impact activities.

THE JOURNAL

For every day on trip, there is a page for your personal ‘Reflections’. This is your chance to record any impressions, memories, stories, or thoughts you may have from the day’s events. There are no strict guidelines for what should be included – every day of every trip has a different impact on every person. You should use this space to reflect on what is important to you. Be creative...it’s up to you to choose!

CANOE TRIP DAY 1

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed: (distance / time)	
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

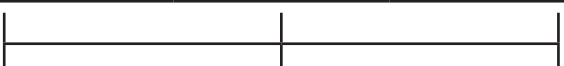
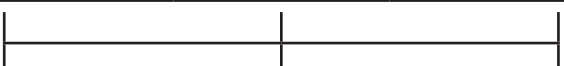
FITNESS LOG

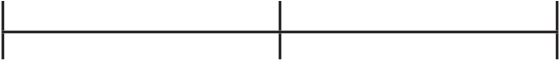
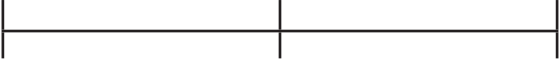
Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (km)	Type (endurance? strength? combo?)
CANOEING				
PORTAGING				
OTHER				

REFLECTIONS...

PRE-TRIP SELF REFLECTIVE WORKSHEET

This chart will help you track your progress for a variety of skills and responsibilities. Place an "X" somewhere on each scale that represents where you think you are for each skill before trip begins.

Tie a bowline	
	A what now? Almost got it! Bows-Eye!
Acts as a positive role model for my fellow campers	
	Pay no attention to me Do as I say, not as I do... This is how we do it...
Shows initiative by starting tasks without being asked	
	If I can't spell it, I won't do it Sometimes It's already done
Packing technique is effective	
	My thermarest fits? I almost have a system... I could do this with my eyes closed
Navigate using a map and compass	
	I think my map ran out of batteries Eenie Meenie Miney Mo! Just call me Garmin
Maintains an up to date trip log, journal, and fitness log	
	I think I left that at home? I might be a few days behind I like to dot my "i"s and cross my "t"s
Completes in-camp daily duties	
	Ha! You said duty! I'll get to those dishes later... I'm done mine, can I help you with yours?
Demonstrates proper environmental ethics	
	I love Global Warming! 15 meters still seems pretty far to walk... Captain Planet! He's my hero!

Sets a good pace for everyone while hiking (LOD)	 “you’re on your own, meet you at the top!” I guess we can wait... It’s better together!
Makes healthy and tasty meals while on trip	 Can’t eat it! It’s burnt but it’ll do... Gordon Ramsey would be proud!
Safely lights and cares for trip stoves	 Call the fire department! Have them on standby No need, I’m an expert!
Uses proper water purification methods	 Yum, lake water :) This funny pump thing is for water? No Giardia for me!
Helps to set up thelma fly, using the right process	 Don’t need it Any type of knot will do I did such a good job I might sleep here

Pick 2 skills that you would like to see yourself improve on that are not included in the list above. These can be anything!

GOALS FOR CANOEING

TRIP SKILL GOAL

Steps I'll need to take to achieve this goal:

Possible difficulties and how I'll overcome them:

Deadline for achieving this goal:

SOCIAL GOAL

Steps I'll need to take to achieve this goal:

Possible difficulties and how I'll overcome them:

Deadline for achieving this goal:

CANOE TRIP DAY 2

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed: (distance / time)	
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

RISK MANAGEMENT

At Gould Lake, there are many activities that we do that have risk associated with them. Considering these risks, why do we as participants' still choose to enroll in the Gould Lake programs? Please explain your answer.

If we, as individuals or as a group, do not take the time to manage risk and an incident were to occur, what social or financial consequences could this result in for ourselves or our families?

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (km)	Type (endurance? strength? combo?)
CANOEING				
PORTAGING				
OTHER				

What personality traits would you expect to see in a good leader?

REFLECTIONS...

REFLECTIONS CONTINUED...

CANOE TRIP DAY 3

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed: (distance / time)	
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

Who is a Canadian role model you find inspiring?

What about this individual makes them a good role model?

Have you ever been disappointed by someone you considered to be a role model?

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (km)	Type (endurance? strength? combo?)
CANOEING				
PORTAGING				
OTHER				

REFLECTIONS...

CANOE TRIP DAY 4

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed: (distance / time)	
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (km)	Type (endurance? strength? combo?)
CANOEING				
PORTAGING				
OTHER				

Explain how developing personal competence in physical activities can increase confidence and encourage lifelong participation in physical activities?

REFLECTIONS...

REFLECTIONS CONTINUED...

My GOALS REVISITED!!

Revisit the goals you set for yourself at the beginning of trip in Killarney. Have you reached any? Are you still on track? Write down your goals again, updating them if needed to follow our SMART goal setting outline!

TRIP SKILL GOAL...

SOCIAL GOAL...

CANOE TRIP DAY 5

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed: (distance / time)	
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

What have we learned about portaging to reduce the risk of injury?

What have you found to be the hardest physical activity you have experienced so far on trip? Why?

What are some personal, social, physical and mental health benefits of lifelong participation in physical activities?

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (km)	Type (endurance? strength? combo?)
CANOEING				
PORTAGING				
OTHER				

REFLECTIONS...

REFLECTIONS CONTINUED...

CANOE TRIP DAY 6

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed: (distance / time)	
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (km)	Type (endurance? strength? combo?)
CANOEING				
PORTAGING				
OTHER				

REFLECTIONS...

ENVIRONMENTAL IMPACTS: CANOE TRIPPING

Do you ever think about the environmental impacts we have on the wilderness areas we visit? Have you noticed any human impacts while on a canoe trip? What have you seen? What impacts have we made?

What do you do to minimize the impact you have on wilderness areas you visit? What are you doing on this trip? Can you think of anything else we could do?

Do you feel strongly about protecting our natural resources and wilderness areas? Why or why not? What environmental issue(s) concern you most? What can you do about it?

CANOE TRIP DAY 7

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed: (distance / time)	
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

As a tripping group, what are some of your **strengths** and **weaknesses** (ie. work well as a group, time management)?

What could you do to help the group improve in the areas you listed as weaknesses?

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (km)	Type (endurance? strength? combo?)
CANOEING				
PORTAGING				
OTHER				

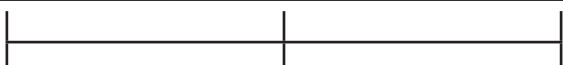
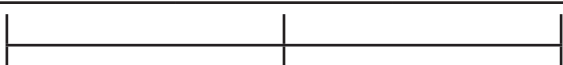
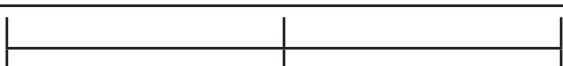
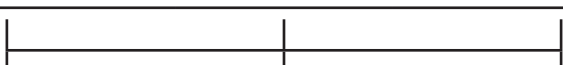
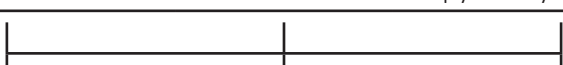
Have you noticed an improvement in your level of fitness during the canoeing portion of OP? Explain.

Do you think the Adirondack’s portion of OP will have more or less of an impact on your level of fitness than the canoe portion?

REFLECTIONS...

END OF TRIP SELF REFLECTIVE WORKSHEET

Now that your trip is almost over it's time to re-evaluate your progress. Place an "X" where you think you now are for each skill on the scales below.

Tie a bowline	
	A what now? Almost got it! Bows-Eye!
Acts as a positive role model for my fellow campers	
	Pay no attention to me Do as I say, not as I do... This is how we do it...
Shows initiative by starting tasks without being asked	
	If I can't spell it, I won't do it Sometimes It's already done
Packing technique is effective	
	My thermarest fits? I almost have a system... I could do this with my eyes closed
Navigate using a map and compass	
	I think my map ran out of batteries Eenie Meenie Miney Mo! Just call me Garmin
Maintains an up to date trip log, journal, and fitness log	
	I think I left that at home? I might be a few days behind I like to dot my "i"s and cross my "t"s
Completes in-camp daily duties	
	Ha! You said duty! I'll get to those dishes later... I'm done mine, can I help you with yours?
Demonstrates proper environmental ethics	
	I love Global Warming! 15 meters still seems pretty far to walk... Captain Planet! He's my hero!

CANOE TRIP DAY 8

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Distance paddled:	Today's weather and water conditions:
Departure time:	
Arrival time:	
Total travel time:	
Travel speed: (distance / time)	
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

REFLECTIONS...

FEEDBACK FROM STAFF

Was the information given to you by your instructors during your mid trip debrief helpful to you? Why or why not?

Were you surprised by any of the feedback you recieved?

Highlight one specific “next step” that you recieved from your instructors and list the steps that you will take in order to improve in that area.

LEARNING SKILLS SELF-ASSESSMENT

☆☆☆ Needs Work	★★☆ Doing Well	★★★ Doing Great
RESPONSIBILITY		
☆☆☆ Fulfills responsibilities and commitments of trip (active participant) ☆☆☆ Manages own behaviour (appropriate language/attitude/actions) ☆☆☆ Completes assignments according to time-lines		
ORGANIZATION		
☆☆☆ Follows a plan ☆☆☆ Completes tasks in order of importance/need ☆☆☆ Manages time to complete tasks		
INDEPENDENT WORK		
☆☆☆ Uses time appropriately to complete tasks and meet goals - focus ☆☆☆ Follows instruction well - with minimal supervision		
COLLABORATION		
☆☆☆ Accepts various roles and an equal share of work ☆☆☆ Works with others to resolve conflict ☆☆☆ Builds healthy relationships with peers ☆☆☆ Responds positively toward others		
INITIATIVE		
☆☆☆ Looks for and acts on new opportunities for learning ☆☆☆ Challenges self (physically/socially) ☆☆☆ Positive attitude with new tasks ☆☆☆ Advocates for self and others		
SELF-REGULATION		
☆☆☆ Assesses own strength/needs (water/food/sunscreen/health/safety) ☆☆☆ Seeks clarification/assistance when needed ☆☆☆ Sets goals and monitors progress ☆☆☆ Perseveres and makes an effort		

ADIRONDACKS JOURNAL



ADIRONDACKS DAY 1

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Elevation Ascended:	Today's weather
Elevation Descended:	
Net Elevation Change:	
Departure Time:	
Arrival Time:	
Travel Time:	Distance Hiked: Speed:
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (mi)	Type (endurance? strength? combo?)
HIKING				
OTHER				

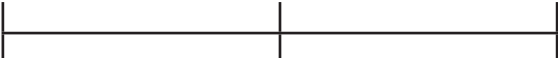
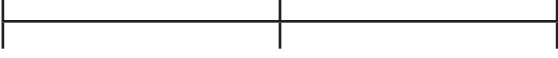
Make a list of leadership traits you possess.

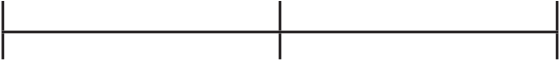
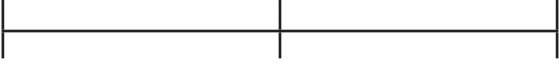
What leadership traits do you think you should focus on developing further?
Why?

REFLECTIONS...

PRE-TRIP SELF REFLECTIVE WORKSHEET ADK

This chart will help you track your progress for a variety of skills and responsibilities. Place an “X” somewhere on each scale that represents where you think you are for each skill before trip begins.

Tie a bowline	
	A what now? Almost got it! Bows-Eye!
Acts as a positive role model for my fellow campers	
	Pay no attention to me Do as I say, not as I do... This is how we do it...
Shows initiative by starting tasks without being asked	
	If I can't spell it, I won't do it Sometimes It's already done
Packing technique is effective	
	My thermarest fits? I almost have a system... I could do this with my eyes closed
Navigate using a map and compass	
	I think my map ran out of batteries Eenie Meenie Miney Mo! Just call me Garmin
Maintains an up to date trip log, journal, and fitness log	
	I think I left that at home? I might be a few days behind I like to dot my "i"s and cross my "t"s
Completes in-camp daily duties	
	Ha! You said duty! I'll get to those dishes later... I'm done mine, can I help you with yours?
Demonstrates proper environmental ethics	
	I love Global Warming! 15 meters still seems pretty far to walk... Captain Planet! He's my hero!

Sets a good pace for everyone while hiking (LOD)	 “you’re on your own, meet you at the top!” I guess we can wait... It’s better together!
Makes healthy and tasty meals while on trip	 Can’t eat it! It’s burnt but it’ll do... Gordon Ramsey would be proud!
Safely lights and cares for trip stoves	 Call the fire department! Have them on standby No need, I’m an expert!
Uses proper water purification methods	 Yum, lake water :) This funny pump thing is for water? No Giardia for me!
Helps to set up thelma fly, using the right process	 Don’t need it Any type of knot will do I did such a good job I might sleep here

Pick 2 skills that you would like to see yourself improve on that are not included in the list above. These can be anything!

GOALS FOR ADIRONDACKS

PHYSICAL FITNESS GOAL

Steps I'll need to take to achieve this goal:

Possible difficulties and how I'll overcome them:

Deadline for achieving this goal:

PERSONAL GROWTH GOAL

Steps I'll need to take to achieve this goal:

Possible difficulties and how I'll overcome them:

Deadline for achieving this goal:

ADIRONDACKS DAY 2

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Elevation Ascended:	Today's weather
Elevation Descended:	
Net Elevation Change:	
Departure Time:	
Arrival Time:	
Travel Time:	Distance Hiked: Speed:
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (mi)	Type (endurance? strength? combo?)
HIKING				
OTHER				

REFLECTIONS...

ADIRONDACKS DAY 3

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Elevation Ascended:	Today's weather
Elevation Descended:	
Net Elevation Change:	
Departure Time:	
Arrival Time:	
Travel Time:	Distance Hiked: Speed:
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (mi)	Type (endurance? strength? combo?)
HIKING				
OTHER				

REFLECTIONS...

ADIRONDACKS DAY 4

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Elevation Ascended:	Today's weather
Elevation Descended:	
Net Elevation Change:	
Departure Time:	
Arrival Time:	
Travel Time:	Distance Hiked: Speed:
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (mi)	Type (endurance? strength? combo?)
HIKING				
OTHER				

REFLECTIONS...

ENVIRONMENTAL IMPACTS ADIRONDACKS

It has often been said that this region of the Adirondacks has been “Loved to Death” – so many people enjoy the area and visit so frequently that significant environmental damages have occurred. This is not necessarily because of people being ignorant (like throwing their garbage in the forest), but just because of the enormous number of people who all make a small impact.

What environmental impacts have you seen for yourself in the Adirondacks that may be signs of the area being “Loved to Death”?

What solutions could be implemented to help prevent so much damage to the area? What would you do if you were in charge?

ADIRONDACKS DAY 5

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Elevation Ascended:	Today's weather
Elevation Descended:	
Net Elevation Change:	
Departure Time:	
Arrival Time:	
Travel Time:	Distance Hiked: Speed:
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (mi)	Type (endurance? strength? combo?)
HIKING				
OTHER				

What safe practices have you learned regarding carrying a pack and reducing the risk of injury due to exhaustion?

What have you found to be the hardest physical activity you have experienced so far in the Adirondacks? Why?

REFLECTIONS...

REFLECTIONS CONTINUED...

MY GOALS REVISITED!!

Revisit the goals you set for yourself at the beginning of trip in The Adirondacks. Have you reached any? Are you still on track? Write down your goals again, updating them if needed to follow our SMART goal setting outline!

PHYSICAL FITNESS GOALS...

PERSONAL GROWTH GOALS...

ADIRONDACKS DAY 6

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Elevation Ascended:	Today's weather
Elevation Descended:	
Net Elevation Change:	
Departure Time:	
Arrival Time:	
Travel Time:	Distance Hiked: Speed:
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

Fitness Log

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (mi)	Type (endurance? strength? combo?)
HIKING				
OTHER				

REFLECTIONS...

REFLECTIONS ON MY LEADERSHIP IN OP

List 3 things you have learned about being a leader:

What do you feel are your greatest strengths as a leader?

What is one thing that surprised you when you were a leader of the day?

What areas of leadership do you think you still want to improve on most?

List three steps you can take to help you improve in these areas:

END OF TRIP SELF REFLECTIVE WORKSHEET ADK

Now that your trip is almost over its time to re-evaluate your progress. Place an "X" where you think you now are for each skill on the scales below.

Tie a bowline	
	A what now? Almost got it! Bows-Eye!
Acts as a positive role model for my fellow campers	
	Pay no attention to Do as I say, not as I do... This is how we do it...
Shows initiative by starting tasks without being asked	
	If I can't spell it, I won't do it Sometimes It's already done
Packing technique is effective	
	My thermarest fits? I almost have a system... I could do this with my eyes closed
Navigate using a map and compass	
	I think my map ran out of batteries Eenie Meenie Miney Mo! Just call me Garmin
Maintains an up to date trip log, journal, and fitness log	
	I think I left that at home? I might be a few days behind I like to dot my "i"s and cross my "t"s
Completes in-camp daily duties	
	Ha! You said duty! I'll get to those dishes later... I'm done mine, can I help you with yours?
Demonstrates proper environmental ethics	
	I love Global Warming! 50 feet still seems pretty far to walk... Captain Planet! He's my hero!

ADIRONDACKS DAY 7

DATE:

Start Location:	
Coordinates:	
Finish Location:	
Coordinates:	
Elevation Ascended:	Today's weather
Elevation Descended:	
Net Elevation Change:	
Departure Time:	
Arrival Time:	
Travel Time:	Distance Hiked: Speed:
Campsite description:	Today's Difficulty (1-10)____ Explain Why:
# of tent sites:	
Site rating (1-10):	
Comments:	

FITNESS LOG

Activity	Time (hours)	Intensity (effort required - low, medium, high)	Distance (mi)	Type (endurance? strength? combo?)
HIKING				
OTHER				

Have you noticed an improvement in your level of fitness during OP? Explain.

Did the Adirondack’s portion of OP have more or less of an impact on your level of fitness than the canoe portion? Explain.

What are some things you can do to make healthy active living goals in the future, after you have finished at Gould Lake and you have graduated from school?

REFLECTIONS...

DEBRIEFING MY GOALS

Looking back on the goals you set for yourself at the beginning of each trip, which of the goals you accomplished are you the proudest of? Explain.

What goal was not accomplished? What could have been done differently to achieve this goal? Perhaps it was one you didn't even write down.

What new goals have you set for yourself as a result of your OP experience so far?

Describe one thing that you have learned about yourself in OP. How might knowing this about yourself help you or lead to changes after OP is over?

TRIP RESOURCES



OUTDOOR PURSUITS ASSESSMENT PACKAGE

****PLEASE INCLUDE FIRST AND
LAST NAMES**
(ON ALL PAGES)**

Summative tasks should be filled out
as levels, not percentages.

****FIRST AND LAST NAMES ON ALL PAGES****

Summative

Assignments / Trip Log (10%)

Trip Journal and Fitness Log
(10%)

Skill Lesson (5%)

Mental Health/Addictions (5%)

Leadership (10%)

Active Living (10%)

Healthy Living (10%)

Living Skills (10%)

Final Summative

Wilderness Skills 1 (10%)

Wilderness Skills 2 (10%)

OP Final Test(5%)

Practical Test (5%)

Days Absent (incl. Evacuations)

Responsibility

Organization

Learning Skills (E, G, S, N)

Independent Work

Collaboration

Initiative

Self-Regulation

Skill

Strength

Attitude

OUTDOOR PURSUITS ASSESSMENT PACKAGE

- 1 – Limited/Rarely
2 – Some/Moderate
3 – Considerable/Usually
4 – Thorough/High Degree

Students should be evaluated based on their most recent performance or their most consistent performance.

Assignments / Trip Log (10%)

Route Planning

Knowledge/Understanding

Are the details accurate (lakes, distances, challenges)

Thinking/Communication

Ideas are organised and well-formed. Answers demonstrate the ability to link concepts and create new ideas.

Menu Planning

Knowledge/Understanding

Are the details accurate (carbs, protein, fats)

Thinking/Communication

Ideas are organised and well-formed. Answers demonstrate the ability to link concepts and create new ideas.

Trip Log

Knowledge/Understanding

Are the details accurate (lakes, coordinates, distances)

Final Level

Journal/Fitness Log (10%)

Fitness Log

Knowledge/Understanding

Is it completed? Are the details accurate

Thinking/Communication

Ideas are organised and well-formed. Answers demonstrate the ability to link concepts and create new ideas.

Journal

Thinking/Communication

Ideas are organised and well-formed. Reflections are thoughtful and journal questions are completed effectively.

Final Level

****Please refer back to the level to percent resource throughout the marking process****

OUTDOOR PURSUITS ASSESSMENT PACKAGE

****Please refer back to the level to percent resource throughout the marking process****

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree						
Skill Lesson (5%)						
Demonstrates an understanding of the topic.						
Presents information in a sequence that demonstrates planning and organization.						
Lesson environment is set up well. Aware of/ and accounts for any potential distractions (sun in eyes, boat traffic etc.) and student needs (hunger, thirst, fatigue etc.)						
Uses appropriate presentation skills (voice, eye contact, professionalism, variety of delivery).						
Uses visual aids and demonstrations with effectiveness and/or appropriateness						
Demonstrates an understanding of how the skill is relevant to outdoor education.						
Explains important areas of skill in detail.						
Engages the audience.						
Effectively answers questions.						
Final Level						

OUTDOOR PURSUITS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree						
Mental Health and Addictions (5%)						
Demonstrates an understanding of concepts, facts and issues of the topic.						
Demonstrates the ability to distinguish the difference between signs and symptoms of a mental illness/addiction						
Demonstrates the ability to use many different resources and cites all references used (ie. websites etc.)						
Outline is used.						
Questions are answered thoroughly and in student's own words.						
Full sentences are used when required.						
Words are spelled correctly and grammar is used effectively.						
Final Level						

****Please refer back to the level to percent resource through the marking process****

OUTDOOR PURSUITS ASSESSMENT PACKAGE

[illegible]

****Please refer back to the level to percent resource through the marking process****

OUTDOOR PURSUITS ASSESSMENT PACKAGE

1 – Limited/Rarely 2 – Some/Moderate 3 – Considerable/Usually 4 – Thorough/High Degree						
Students should be evaluated based on their most recent performance or their most consistent performance.						
Active Living (10%)						
Participates actively and positively in all aspects of the OP course						
Demonstrates positive, responsible personal and social behaviour						
Maintains or improves personal fitness level						
Participates in fitness program goals and revisions						
Final Level						
Healthy Living (10%)						
Follows and promotes all LDSB & Gould Lake safety rules and guidelines						
Demonstrates and promotes proper use and care of equipment including canoes, paddles, packs, tents, stoves, etc.						
Makes and promotes healthy choices regarding nutrition, personal hygiene, hydration, and sun protection						
Encourages and supports other group members						
Demonstrates an ability to minimize personal risk						
Final Level						

****Please refer back to the level to percent resource throughout the marking process****

OUTDOOR PURSUITS ASSESSMENT PACKAGE

- 1 – Limited/Rarely
- 2 – Some/Moderate
- 3 – Considerable/Usually
- 4 – Thorough/High Degree

Students should be evaluated based on their most recent performance or their most consistent performance.

Living Skills (10%)

Identifies strengths and areas for improvement through goal setting. (ie. making SMART goals related to fitness, personal, social and skill goals)						
Identifies strengths and areas for improvement through the use of a progress tool (ie. skill self-assessment progress tool)						
Seeks guidance to improve learning/development (ie. ask questions, lessons, skills, activities, journal, with peers or staff)						
Demonstrates appropriate coping strategies in challenging situations (ie. bad weather, new learning, physical stress, interpersonal conflicts)						
Demonstrates effective time management and organizational skills (ie. In camp, personal and group, travelling, LOD)						
Accepts and acts on feedback (ie. peer and staff constructive feedback is accepted in a positive manner and used if applicable)						
Communicates effectively with group members using appropriate tone and language throughout entire program (ie. Expresses ideas and concerns in a clear and constructive manner)						
Actively listens to group members thoughts and ideas (ie. doesn't speak out, waits until an appropriate time to ask questions, clarifies understanding)						
Works cooperatively with group members (ie. takes fair share of work, shows initiative and appreciation for others work)						
Demonstrates respect for group members thoughts, ideas and contributions (ie. supportive, provides feedback when needed, polite and honest)						
Participates as a positive and active member of the group (ie. positive attitude throughout program, is engaged in all activities)						
Supports peers in their learning and development (ie. gives constructive feedback when useful, clarifies content and ideas)						
Plays a positive and active role in solving group challenges (ie. involved in solving problems and making decisions and takes into account all factors including group needs)						
Makes appropriate decisions based on personal physical and emotional state (ie. nutrition, hydration, appropriate load to carry)						
Final Level						

OUTDOOR PURSUITS ASSESSMENT PACKAGE

1 – Limited/Rarely						
2 – Some/Moderate						
3 – Considerable/Usually						
4 – Thorough/High Degree						
Students should be evaluated based on their most recent performance or their most consistent performance.						
Wilderness Skills 1 (10%)						
Demonstrates an improvement in strength and endurance when paddling.						
Demonstrates an improvement in efficient canoeing strokes and all skills required for the ORCKA CT 1 certification.						
Demonstrates an improvement in consistent and effective bow paddling.						
Demonstrates consistent and effective sterning ability.						
Demonstrates teamwork and supports others on portages.						
Takes an appropriate load on portages.						
Demonstrates portage etiquette.						
Demonstrates an improvement in strength and endurance when portaging.						
Correctly & appropriately sets up and identifies/fixes tarp or fly problems.						
Demonstrates proper tent set-up and care						
Creates well-balanced, nutritious, and appetizing meals.						
Demonstrates safe cooking behaviour.						
Final Level						
Wilderness Skills 2 (10%)						
Shows improvement in the use of a map (and compass when needed) to navigate with little assistance.						
Maintains awareness of location, direction, destination, progress.						
Records & reads locations using grid references & lat/long coordinates.						
Selects appropriate route based on environmental conditions and the strength of the group.						
Demonstrates proper use of camp knots (bowline, slip knot, trucker's hitch).						
Efficiently and correctly animal proofs all food and food-smelling items.						
Safely lights & cares for trip stoves. Safely uses outback oven.						
Demonstrates an improvement in strength and endurance when hiking.						
Demonstrates appropriate packing techniques.						
Demonstrates appropriate techniques when hiking (pacing, wears pack properly, remains with group, stays on trails, etc.).						
Exhibits safe travel practices (keeping close to group, choosing conservative route, etc.).						
Completes a meal plan for a 7 day trip						
Final Level						

OUTDOOR PURSUITS PRACTICAL TEST

Some criteria will require staff to ask questions.
Please use a check mark to indicate items you have seen
and that have been demonstrated correctly.
(1 mark per task = 40 marks total)

Stove Use and Safety (11 Marks)

Fuel bottle is filled away from the cook area							
Fuel bottle is attached to stove properly							
Base plate and wind shield are used							
Fuel bottle cap is put in stove bag to keep it clean							
Fuel cup is filled, fuel is turned off and fuel in the cup is lit							
Once in gas form, student turns stove back on slowly							
Proper stove lighting body position is used							
Hazards are identified and addressed							
Student can name the main parts of a stove (fuel cup, gen' tube, fuel line, temp switch, fuel tank, plunger, burner) (VERBAL)							
Student can identify 3 safety considerations when lighting a stove (VERBAL)							
Troubleshoots (orange flame=wait/pump more, huge flame=turn off, no fuel=clean) (VERBAL)							

Knots (3 Marks)

Properly ties a bowline and identifies appropriate uses (anchor knot)							
Properly ties a truckers hitch and identifies appropriate uses (cinching)							
Properly ties a slip knot and identifies appropriate uses (quick release and stopper)							

Tarp Set Up (3 Marks)

Proper knots are used (bowline, truckers hitch)							
Shape reduces pooling while maintaining coverage area							
Trees are an appropriate size							

Weather (2 Marks)

Understands the 30/30 rule (VERBAL)							
Identifies 3 types of clouds and the weather they might bring (VERBAL)							

Food Canoe (3 Marks)							
Proper knots are used (present knot, bowline)							
Includes all appropriate items							
Proper set up (paddles, tarps, food canoe is as waterproof as possible)							
Navigation (8 Marks)							
Identifies parts of a compass (Base plate, direction of travel arrow, needle, orienting arrow, housing, orienting lines)							
Finds a set of coordinates using the UTM system							
Finds a set of coordinates using the lat and long system							
Appropriately uses declination and can find it on a map							
Takes a bearing on a map and transfers it to the real world							
Takes a bearing in real life and transfers it to a map							
Uses bearings to triangulate location							
Uses landmarks to identify location							
Water Filtration (10 Marks)							
Sets up Sawyer Gravity System properly (grey to grey, blue to blue)							
Backwashes Sawyer Gravity System properly							
Identify limitations of Sawyer Gravity System							
Allows water to run through tube and filter before attaching blue bag to rid system of air							
Properly stores and carries the gravity bag (filter wrapped in bags and stored in mesh bag at the top of staff day bag)							
Identify when the ceramic filter can no longer be used in MSR Miniworks filter							
Properly cleans the ceramic filter with scrubby							
Properly cares for hand pump (keeps all pieces together, is careful not to drop it, put away in mesh bag in staff day bag)							
Identify limitations of MSR Miniworks							
Identifies that boiling water is the only method available to remove viruses while on Gould Lake trips.							
FINAL MARK (Out of 40)							

STUDENTS SHOULD BE AWARE OF THE PRACTICAL TEST AT THE BEGINNING OF THE PROGRAM IN ORDER TO HAVE AS MUCH TIME TO WORK ON SKILLS AS POSSIBLE. ALL SKILLS SHOULD BE ASSESSED WHEN STUDENTS ARE READY TO SHOW THE SKILL OR AT THE VERY END OF THE PROGRAM.

WHAT'S ORCKA?

ORCKA, The Ontario Recreational Canoeing and Kayaking Association, is the most widely recognized organization that promotes, trains, and certifies canoeists and kayakers in our province. It is regarded as an authority in the paddling field by many organizations including summer camps and school boards. The Gould Lake Outdoor Centre is a proud organizational member of ORCKA.

You will have the opportunity to receive **ORCKA Canoe Tripping Level 1**.

This award represents a respected level of experience and competence in paddling, and may be useful to you should you ever wish to work in the paddling industry, such as at Gould Lake or at a summer camp.

To learn more about ORCKA, please visit www.orcka.ca

Requirements to Earn this Certification

SAFETY	SKILLS
• Swimming and treading water • Retrieving swamped canoe • Canoe over canoe rescue • Self rescue • Line toss rescue • On-water communications	• Canoeing strokes and manoeuvres • Food & menu planning • Packing • Navigation • Campsites & shelters • Fires & stoves • Knots & lashings • Portaging • Complete a canoe trip
THEORY	
• Canoeing heritage • Canoe design & construction • Trip planning • Canoe tripping equipment • Clothing and personal gear	• Tools and repair kits • Canoe trip first aid • Weather interpretation • Environmental practices • Canoeing resources

KEEP IN TOUCH

NAME	CONTACT INFORMATION

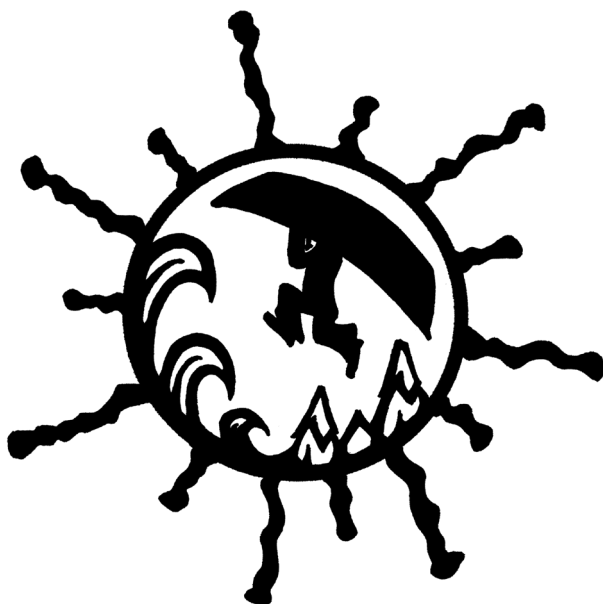
DIY T-SHIRT

Do you have a great idea for a Gould Lake T-Shirt? Now is your chance to share your creativity and potentially have your design chosen to be used as next year's official Gould Lake T-Shirt! Please feel free to sketch or write a detailed description of the shirt and give this page to your instructors (but not before filling out your "What does Gould Lake mean to you" on the next page).

WHAT DOES GOULD LAKE MEAN TO YOU?

This is your opportunity to write about what Gould Lake means to you. Whether you are talking about the friends you have met, the places you have been or the things you have learned, it is all relevant and we want to hear about it! Please take your time and reflect on your Gould Lake experiences.

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